

Geography

August 14-18

2.G1.1- Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. *(Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts.) (Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks)*

2.G1.1- Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

2.G2.1- Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.

2.G1.2- Describe how human activities affect the communities and the environment of places or regions.

2.G4.1- Identify different physical and cultural regions in the world.

3.G1.1- Use and construct maps and graphs to represent changes in Arizona over time. *(Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River) (Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital) (Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures)*

3.G2.1- Explain how people modify and adapt to the Arizona environment. *(Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.)*

3.G4.1- Describe how Arizona has changed over time. *(Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.)*

Body Systems

August 21- September 1

2.L2U1.9- Obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.

3.L1U1.5- Develop and use models to explain that plants and animals (including humans) have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction.

3.L2U1.6- Plan and carry out investigations to demonstrate ways plants and animals react to stimuli.

US History: Native Americans

September 5-15

2.SP1.1- Create a chronological sequence of multiple events.

2.SP1.2- Understand how events of the past affect students' lives and community.

2.SP1.3- Generate questions about individuals and groups who have shaped a significant historical change.

2.SP2.1- Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

2.SP2.2- Compare perspectives of people in the past to those today through stories and biographies.

2.SP3.1- Identify facts and concepts associated with compelling and supporting questions.

2.SP3.2- Determine and use various kinds of sources to answer compelling and supporting questions.

2.SP3.3- Generate questions about a source as it relates to an event or development.

2.SP3.4 - Gather relevant information from one or two sources.

2.SP3.5- Ask and answer questions about explanations and arguments.

2.SP3.6- Present a summary of an argument or explanation using print, oral, or digital technology.

2.SP4.1- Generate possible reasons for an event or development.

2.SP4.2- Select which reasons might be more likely than others to explain an event or development.

2.H1.1- Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

2.H1.2- Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.

2.H1.3- Examine developments from the civilization and/or culture in place or region studied.

2.H3.1- Generate questions about the institutions and belief systems of different societies.
Key concepts include but are not limited to religion, governments, economic systems, and education

2.G2.1- Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.

2.G2.3- Describe the positive and negative effects of using natural resources.

2.G3.1- Explain why and how people, goods, and ideas move from place to place.
Key concepts include but are not limited to transportation, trade, immigration, migration, and communication

2.G4.1- Identify different physical and cultural regions in the world.

3.SP1.1- Create and use a chronological sequence of related events to compare developments that happened at the same time.

- 3.SP1.2- Compare life in specific historical time periods to life today.
- 3.SP1.3- Generate questions about individuals and groups who have impacted history.
- 3.SP2.1- Explain why individuals and groups have different points of view on the same event.
- 3.SP3.1- Develop questions about Arizona history, geography, government, and economics.
- 3.SP3.2- Distinguish between primary and secondary sources.
- 3.SP3.3- Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.
- 3.SP3.4- Compare information provided by various sources about Arizona.
- 3.SP3.5- Generate questions about multiple historical sources.
- 3.SP3.6- Construct arguments and explanations using reasoning, examples, and details from sources.
- 3.SP3.7- Present summaries of arguments and explanations using print, oral , and digital technologies.
- 3.SP4.1- Explain probable causes and effects of events.
- 3.SP4.2- Summarize the central claim in a secondary source.

3.G1.1- Use and construct maps and graphs to represent changes in Arizona over time.

Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River

Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital

Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures

3.G2.1- Explain how people modify and adapt to the Arizona environment.

Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.

3.G3.1- Describe the movement of people in and out of Arizona over time.

Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns

3.G4.1- Describe how Arizona has changed over time. *Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.*

3.H1.1- Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.

Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations

Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers

Key events include but are not limited to statehood

Influential individuals and groups in the history and development of Arizona

3.H2.1- Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.

Key concepts include but are not limited to conflicts over exploration, colonization, settlement, industrialism, and the 22 Arizona Indian Nations

3.H2.2- Examine how individuals and groups have worked together throughout Arizona's history.

3.H3.1- Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation. *Key concepts such as but not limited to, women's rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers*

3.H3.2- Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.

Ecosystems- Grasslands

September 18 - 29

- 2.E1U1.5- Develop and use models to represent that water can exist in different states and is found in oceans, glaciers, lakes, rivers, ponds, and the atmosphere.
- 2.G2.1- Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.
- 2.G1.2- Describe how human activities affect the communities and the environment of places or regions.
- 2.G2.3- Describe the positive and negative effects of using natural resources.
- 2.L2U1.9- Obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.
- 2.L2U1.10- Develop a model representing how life on Earth depends on energy from the Sun and energy from other organisms.
- 3.E1U1.4- Construct an explanation describing how the Sun is the primary source of energy impacting Earth systems.
- 3.L1U1.5- Develop and use models to explain that plants and animals (including humans) have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction.
- 3.L2U1.6- Plan and carry out investigations to demonstrate ways plants and animals react to stimuli.
- 3.L2U1.7- Develop and use system models to describe the flow of energy from the Sun to and among living organisms.
- 3.L2U1.8- Construct an argument from evidence that organisms are interdependent.

Economics

October 2 – 11

- 2.E1.1- Identify different occupations and skills needed in a global economy.
- 2.E1.2 - Describe reasons to save or spend money.
- 2.E3.1- Identify and describe the goods and services that are produced around the world.
- 2.E3.2 - Explain how people around the world earn income.
- 2.E3.3 - Explain how people can be producers and consumers in a global economy.
- 2.E4.1- Describe the public services that governments provide and how they meet the needs of individuals.
- 2.E5.1- Illustrate how a country's resources determine what is produced and traded.
- 2.G2.3- Describe the positive and negative effects of using natural resources.
- 2.G3.1- Explain why and how people, goods, and ideas move from place to place. *Key concepts include but are not limited to transportation, trade, immigration, migration, and communication*
- 3.E1.1- Describe and discuss industries and occupations that have shaped Arizona. *Key concepts include but are not limited to the 5 C's (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism.*
- 3.E1.2- Identify various forms of earning income in the state of Arizona.
- 3.E1.3- Identify positive and negative incentives that influence financial decisions people make to save and spend money.
- 3.E2.1- Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.
- 3.E2.2 - Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.

US History: Westward Expansion

October 16-27

2.SP1.1- Create a chronological sequence of multiple events.

2.SP1.2- Understand how events of the past affect students' lives and community.

2.SP1.3- Generate questions about individuals and groups who have shaped a significant historical change.

2.SP2.1- Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

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3.SP3.1- Develop questions about Arizona history, geography, government, and economics.

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Key events include but are not limited to statehood

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3.H2.2- Examine how individuals and groups have worked together throughout Arizona’s history.

3.H3.1- Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation. *Key concepts such as but not limited to, women’s rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers*

3.H3.2- Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.

Civics/US Symbols

October 30 – November 3

2.C2.1 - Describe roles and responsibilities of people in authority within our country and world.

2.C2.2 - Explain how all people, not just official leaders, play important roles in the world.

2.C4.1- Explain how people work together to identify and solve problems within our world.

2.C4.2 - Explain how rules function in public settings.

3.C1.1 - Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.

Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government

3.C1.2 - Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.

3.C3.1- Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments

**Key concepts for state government include but are not limited to distinguishing the difference between national and state governments, describing the major responsibilities of each branch, describing the important services state governments provide, describing how state government officials are chosen and who those current officials are, explaining how people can participate in their state governments, explaining why it is important that people participate in their state government, and understanding how state government services are paid for*

**Key concepts for local governments include but are not limited to distinguishing between state and local governments, knowing services local governments provide such as public safety, public transportation, education, recreation, explain how local government services are provided and paid for, describing how local government officials are chosen and who they are, explaining how people can participate in their local government, and explaining why it is important to participate in their local government*

**Key concepts for Tribal governments include but are not limited to distinguishing between national, state, local, and tribal governments. understanding the services provided by tribal governments, their organization, and how leaders are chosen*

3.C3.2 - Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.

3.H3.1- Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation. *Key concepts such as but not limited to, women's rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers*

Geology

November 6-17

2.G1.2- Describe how human activities affect the communities and the environment of places or regions.

2.G2.3- Describe the positive and negative effects of using natural resources.

2.E1U1.4- Observe and investigate how wind and water change the shape of the land resulting in a variety of landforms.

Celebrations/ Eastern Religions

November 27 – December 1

2.H3.1- Generate questions about the institutions and belief systems of different societies. *Key concepts include but are not limited to religion, governments, economic systems, and education*

Theater

December 4-21

Olympics

January 8-12

Biography/Careers

January 16-26

1.H4.2- Draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.

Biography & Yearbook

January 29 - February 2

Physical Science- Energy/ Magnetism

February 5 March 1

3.P2U1.1- Ask questions and investigate the relationship between light, objects, and the human eye.

3.P2U1.2- Plan and carry out an investigation to explore how sound waves affect objects at varying distances.

3.P4U1.3- Develop and use models to describe how light and sound waves transfer energy.

Ecosystems: Oceans

March 4-8

- 2.E1U1.5- Develop and use models to represent that water can exist in different states and is found in oceans, glaciers, lakes, rivers, ponds, and the atmosphere.
- 2.G2.1- Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.
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WORLD HISTORY: Mesopotamia/ Archaeology

March 18-29

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2.SP1.2- Understand how events of the past affect students' lives and community.

2.SP1.3- Generate questions about individuals and groups who have shaped a significant historical change.

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3.SP3.1- Develop questions about Arizona history, geography, government, and economics.

3.SP3.2- Distinguish between primary and secondary sources.

3.SP3.3- Identify and use evidence that draws information from multiple sources to answer compelling questions (about Arizona).

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NOTE: Third grade history standards are specific to Arizona. Use Skills and Process standards above as guidance for world topic investigations.

3.H3.1- Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation. *Key concepts such as but not limited to, women’s rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers*

Media & Technology

April 1-19

Celebrating Diversity (and changes in AZ over time)

April 22 May 3

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WORLD HISTORY: Ancient Egypt

May 13-24

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2.SP1.3- Generate questions about individuals and groups who have shaped a significant historical change.

2.SP2.1- Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

2.SP2.2- Compare perspectives of people in the past to those today through stories and biographies.

2.SP3.1- Identify facts and concepts associated with compelling and supporting questions.

2.SP3.2- Determine and use various kinds of sources to answer compelling and supporting questions.

2.SP3.3- Generate questions about a source as it relates to an event or development.

2.SP3.4 - Gather relevant information from one or two sources.

2.SP3.5- Ask and answer questions about explanations and arguments.

2.SP3.6- Present a summary of an argument or explanation using print, oral, or digital technology.

2.SP4.1- Generate possible reasons for an event or development.

2.SP4.2- Select which reasons might be more likely than others to explain an event or development.

2.H1.1- Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

2.H1.2- Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.

2.H1.3- Examine developments from the civilization and/or culture in place or region studied.

2.H3.1- Generate questions about the institutions and belief systems of different societies. *Key concepts include but are not limited to religion, governments, economic systems, and education*

2.G2.1- Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.

2.G3.1- Explain why and how people, goods, and ideas move from place to place. *Key concepts include but are not limited to transportation, trade, immigration, migration, and communication*

3.SP1.1- Create and use a chronological sequence of related events to compare developments that happened at the same time.

3.SP1.2- Compare life in specific historical time periods to life today.

3.SP1.3- Generate questions about individuals and groups who have impacted history.

3.SP2.1- Explain why individuals and groups have different points of view on the same event.

3.SP3.1- Develop questions about Arizona history, geography, government, and economics.

3.SP3.2- Distinguish between primary and secondary sources.

3.SP3.3- Identify and use evidence that draws information from multiple sources to answer compelling questions (about Arizona).

3.SP3.4- Compare information provided by various sources (about Arizona).

3.SP3.5- Generate questions about multiple historical sources.

3.SP3.6- Construct arguments and explanations using reasoning, examples, and details from sources.

3.SP3.7- Present summaries of arguments and explanations using print, oral , and digital technologies.

3.SP4.1- Explain probable causes and effects of events.

3.SP4.2- Summarize the central claim in a secondary source.

NOTE: Third grade history standards are specific to Arizona. Use Skills and Process standards above as guidance for world topic investigations.

3.H3.1- Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation. *Key concepts such as but not limited to, women’s rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers*