

BTTP - Grade 3

Life Science Standards:

Students develop an understanding of the flow of energy in a system beginning with the Sun to and among organisms. They also understand that plants and animals (including humans) have specialized internal and external structures and can respond to stimuli to increase survival.

Core Ideas:

- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms

Standards:

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.L2U1.8 - *Construct an argument from evidence that organisms are interdependent.*

Earth and Space Science Standards:

Students develop an understanding of how the Sun provides light and energy for Earth systems.

Core Ideas:

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Standards:

3.E1U1.4 - *Construct an explanation describing how the Sun is the primary source of energy impacting Earth systems.*

Social Studies Standards - Communities: Living and Working Together

The content areas of civics, economics, geography, history, and disciplinary skills and processes.

Standards:

Skills and Processes

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

Civics:

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*

Economics:

3.E2.1 - *Explain how availability of resources affect 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 the movement of people, goods, and ideas.*

Geography:

- 3.G1.1 - *Use and construct maps and graphs to represent changes in Arizona overtime.*
- 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 overtime. •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.*

History:

- 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 the impact of prehistoric peoples, Native Americans, Latin, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations.*
- 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 American history.*
- 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.*