

SCIENCE – GRADE 3**Grade:** 3**Academic Standard:** 3.1**Academic Standard Indicator:** 3.1.6**Core Standard:** Yes

Standard Description (Academic or Indicator): Give examples of how tools, such as automobiles, computers, and electric motors, have affected the way we live.

Suggestion for Integrating International Content: Have students describe how recent inventions and recent introductions of technology have significantly changed the way people live in the world.

Grade: 3**Academic Standard:** 3.1**Academic Standard Indicator:** 3.1.7**Core Standard:** Yes

Standard Description (Academic or Indicator): Recognize that and explain how an invention can be used in different ways, such as a radio being used to get information and for entertainment.

Suggestion for Integrating International Content: Have students brainstorm how an invention can be used in various ways in different countries, such as the radio being used to communicate information and to provide entertainment.

Grade: 3**Academic Standard:** 3.3**Academic Standard Indicator:** 3.3.3**Core Standard:** Yes

Standard Description (Academic or Indicator): Observe and describe that the sun can be seen only in the daytime.

Suggestion for Integrating International Content: Have students learn about the earth's rotation by looking at a globe and determining which countries can observe the sun when Indiana cannot.

Differentiated Instruction- Special Needs

Accommodations: Provide a visual by using a flashlight or lamp to demonstrate day and night on a globe.

Differentiated Instruction- Highly Able

Accommodations: Using a medium of their choice, such as PowerPoint or a poster, have students research and present mini-lessons on time zones.

Grade: 3**Academic Standard:** 3.3**Academic Standard Indicator:** 3.3.5**Core Standard:** No

Standard Description (Academic or Indicator): Give examples of how change, such as weather patterns, is a continual process occurring on Earth.

Suggestion for Integrating International Content: Have students consider wind patterns and climate change and the resulting changes in living systems. **Extension:** Have students compare plants and animals locally and in other parts of the world with different weather patterns.

Grade: 3**Academic Standard:** 3.3**Academic Standard Indicator:** 3.3.6**Core Standard:** No

Standard Description (Academic or Indicator): Describe ways human beings protect themselves from adverse weather conditions.

Suggestion for Integrating International Content: Have students look at various photographs of people from around the world to analyze how those people protect themselves from the elements. Students should identify clothing and shelter types used in different climate zones. **Suggested resources:** *The Material World* by Peter Menzel, Charles C. Mann, and Paul Kennedy (Sierra Club Books, 1995); *Hats, Hats, Hats* by Ann Morris and Ken Heyman (Harper Collins, 1993).

Differentiated Instruction- Special Needs

Accommodations: Create a diorama which illustrates how one culture responds to climate conditions.

a related language arts activity, have students write a recipe for the multicultural healthy dish or directions for the game to share with others.

Differentiated Instruction- Highly Able

Accommodations: Provide students with a list of resources and clothing choices and a destination. Have students design or select articles of clothing they would take on a journey to that place and justify their reasoning.

Grade: 3

Academic Standard: 3.4

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or Indicator): Students learn about an increasing variety of organisms. They use appropriate tools and identify similarities and differences among them. Students explore how organisms satisfy their needs in typical environments.

Suggestion for Integrating International

Content: Have students consider how characteristics in plants and animals could be advantageous for survival and reproduction in one country, but not in another.

Grade: 3

Academic Standard: 3.4

Academic Standard Indicator: 3.4.7

Core Standard: No

Standard Description (Academic or

Indicator): Explain that eating a variety of healthful foods and getting enough exercise and rest help people stay healthy.

Suggestion for Integrating International

Content: As part of a healthy eating and exercise unit, have students organize a multicultural food fair and bring in a favorite healthy dish representing their cultural background. Have them use a world map to identify where each healthy dish comes from. For the exercise component, have students create a multicultural field day. Students can research common sports and physical games that are popular in the region where their healthy dish comes from. Children can teach one another how to play the games over a period of several sessions. **Extension:** For