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| **Unit Information** |
| **Unit Theme: Unit 3****People and Nature** |  | **Grade****Level:** | **3** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th**  | **6 weeks** |
| **Developers:** | **FES 3rd Grade: Mr. Gentry, Mrs. Lassiter, Mrs. Bishop, Mrs. Williams, Mrs. Bethea, Mr. Collins(ST)** |

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| **What’s The Big Idea (s)?** |
| **People and nature will adapt to each other based on needs.** **People and nature work together to help meet each other’s needs.****People affect and change nature and their environment to suit their needs.** |
| **Essential Questions** |
| How are people and nature connected? |
| **Priority Standards** | **Supporting Standards** |
| **3.G.1 – Understand the Earth’s patterns by using the 5 themes of Geography (location, place, human , movement, regions).** | RI 3.3 – I can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.RI 3.9 – compare and contrastW 3.5 – Produce grade appropriate writings. |
| **Possible Minilessons Statements** |
| *Students will identify: cause and effect, fact and opinion in a given text.**Students will compare and contrast different articles on the same topic.**Students will identify the main idea and details from a given text.**Students will create, revise, and edit their writing on a given subject.* |
| **Possible I Can Statements** |
| **I can compare and contrast text on the same topic or idea.****I can analyze cause and effect relationships.****I can develop alternative solutions for changing environmental problems.****I can write an expository essay based on a chosen topic.** |
| **Problem-Based / Hands-On Learning Activities** |
| * **Using technology and other resources, students will chart on a US map the most logical and direct route a product will take from each region studied to NC. Each collaborative group will be assigned a product or goods to move to NC from a particular region and determine the best way to get it here.**
* **Students will be given a list of climate, food, culture, economics, products/services, plants and animals and they must identify the region where each of these things can be located.**
* **Students will complete the writing prompt: How are people and nature connected in \_\_\_\_\_\_\_\_\_\_\_ region? Students will choose their area of study from the board and write about that particular region.**

**These activities will be done using technology, co-op learning, and jigsaw.****Possible modifications: create a collage using photos from magazines to represent the region. (visual/tactile)** **Use supplemental resources, literature samples and audio/video snippets of each region. (auditory)** |
| **Essential Vocabulary** |
| **Taken from Pearson Unit 3 and Social Studies.** | Abundance, scarce, nature, elevation, fertile, species, overpopulation, temperature, patterns, conservation,  | Starvation, relationship, regions, ecosystems, landforms, location, climate, economics, adaptation |  |
| **Resources** |
| **Webquest.google, Pearson Reading Street, Social Studies text, Common Core standards, United Streaming** |
| **Achievement Targets- Assessment****What are the tasks implied by the verbs in the standards? What will the student be able to do?** |
| **Diagnostic** | **Informal** | **Formal** |
| **ELA Unit 3 benchmark****Teacher made test** | **Observation/checklist****Student work samples****Classroom discussions****Student presentations** | **Rubric on map activity** |