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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 contrast  W 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** | |