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| **Unit Information** |
| **Unit Theme: Unit 4****One of a Kind** |  | **Grade****Level:** | **3** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** |
| **Length (in weeks/days):****1st 2nd 3rd 4th**  | **5 Weeks** |
| **Developers:** |  |

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| **What’s The Big Idea (s)?** |
| **People, places, and things are unique based on diverse cultures, environments, talents, and interests.** |
| **Essential Questions** |
| What does it mean to be unique? What makes people, places, and things unique? |
| **Priority Standards** | **Supporting Standards** |
| **R.L 3.3- Describe characters in a story and explain how their actions contribute to the sequence of events****R.I. 3.3- 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, or cause and effect** | w.3.2- Write informational texts to examine a topic and convey ideas and information clearlyR.I. 3.5- Use text features and search tools3.H.1- Understand how various sources provide information about the past3.E.2- Compare the structure of Earth’s surface using models or 3-dimensional diagrams |
| **Possible Minilessons Statements** |
| *Analyze the Character traits of unique people in history (Bloom level 4, Webb Level 3)**Using graphic sources, maps, globes compare and contrast places on Earth (Bloom level 4, Webb level 3)**Sequencing- create a timeline by researching and referencing material included in the text.**Distinguish between fact and opinion. (Bloom level 3, Webb 1)* |
| **Possible I Can Statements** |
| **I can identify local and regional leaders and how they influence the community.****I can explain how events have changed overtime.****I can analyze the character traits of unique people in history.****I can use graphic sources to compare and contrast places on Earth.****I can create a time line using material included in the text.****I can distinguish between fact and opinion.** |
| **Problem-Based / Hands-On Learning Activities** |
| **Research local and regional African Americans to discover how the talents and skills made them successful.****Design a classroom profile. Write an autobiography of unique qualities and compare to other students and classes. Create a time line of your life. Write an imaginative story (ie: Paul Bunyon) placed in a unique geographic location.** |
| **Essential Vocabulary** |
| Unique, characteristics, valuable, celebrate, culture, diverse, ancestors, extraordinary, potential, imagination, creativity, competitor, leadership, determination |  | Social studies: biography, time line, event, continentScience: traits, location, climate |  |
| **Resources** |
| **Reading Street, online card catalog, NC Wise Owl, computers, books, Common Core Standards, Discovery Learning** |
| **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** |
| **KWL Chart****Graphic Organizers-2 column Fact and Opinion** **Journal response** | **Classroom Observations** | **Teacher Created Rubrics for projects** **Reading Street Benchmark** |