|  |  |  |  |
| --- | --- | --- | --- |
| **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:** |  | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 clearly  R.I. 3.5- Use text features and search tools  3.H.1- Understand how various sources provide information about the past  3.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, continent  Science: 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** | |