



Summary

How the World Works: Home Sweet Home

Subject

English, Science Lab, Social Studies

Year

Third Grade

Start date

Week 2, March

Duration

5 weeks

Inquiry

Transdisciplinary Theme



How the world works

The Central Idea

Resources influence movement.

Lines of Inquiry

- resources
- source of interdependence
- movement of resources

Teacher questions

- What are the features of various habitats?
- What kinds of features and behaviors help living things thrive and survive?
- How do the changes in environment affect plants and animals?
- How do human choices affect the survival of their culture?

Learning Goals

Scope & Sequence

Social Studies

[CCGPS] Historical Understandings

Learning Outcomes



SS3H2 The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.

a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights).

Standards and benchmarks

Georgia State Standards

GSE: Physical Education (2018)

Motor Skills and Movement Patterns Grade 3

Manipulative Skills

- l. Dribbles with the feet while traveling at slow to moderate speeds and while keeping the ball under control.
- m. Runs to kick a stationary ball at a target.
- n. Uses a continuous running approach to kick the ball on the ground (inside of foot) and in the air (shoe laces) while demonstrating mature kicking form (keeping eye on the ball, stepping with opposite foot next to ball, contacting the ball with dominant foot, following through).
- o. Receives and passes the ball to a stationary target using the inside of the feet.

Fitness Grade 3

PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Identifies the benefits of being active, exercising, and playing.
- b. Recognizes and compares the difference between resting heart rate and the heart rate after vigorous activity.
- c. Demonstrates activities for each component of health-related fitness to prepare for fitness testing.
- d. Demonstrates the proper protocol for the Georgia Fitness Assessment components.

Personal and Social Behavior, Rules, Safety, and Etiquette Grade 3

PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Demonstrates the ability to work successfully with a partner or with a small group.
- b. Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills.
- c. Accepts and implements corrective feedback from teacher.
- c. Accepts and respects differences and similarities in physical abilities in self and others.
- d. Identifies equipment-specific safety rules and follows them.

PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.



- Explains the relationship between physical activity and good health.
- Describes the challenge that comes from learning a new physical activity.
- Recognizes the connection between enjoyment and participation of physical activity.
- Recognizes that physical activity provides opportunity for social interaction.

GSE: Science (2016)

Physical Science Grade 3

S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured.

- Ask questions to identify sources of heat energy.
- Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects.
- Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.



Key and Related Concepts



Key Concepts

Key

Concepts

Key questions and definition

Related concepts

Subject Focus



Function

How does it work?

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.



Change

How is it transforming?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

energy, interdependence



Connection

How is it linked to other things?

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

ecosystems

environment

land features

regions

historical figures

Science Lab



Developing IB Learners

☆ Learner Profile



Thinkers



Caring



Risk-takers (Courageous)



Balanced

Description

Thinking skills: Students will synthesize and evaluate new information.

Social: Students will cooperate and accept responsibility for group work. Students will show respect.

Communication: Students will listen, speak, read, draw, and write.



ATL Skills



Approaches to Learning

Description

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Communication Skills

- Exchanging information - Listening, interpreting and speaking

Listening

Listen to, and follow the information and directions of others.

Listen actively to other perspectives and ideas.

Ask for clarifications.

Listen actively and respectfully while others speak.

Speaking

Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.



Discuss and negotiate ideas and knowledge with peers and teachers.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

- Literacy - Reading, writing and using language to gather and communicate information

Reading

Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.

Use and interpret a range of terms and symbols.

Writing

Use appropriate forms of writing for different purposes and audiences.

Paraphrase accurately and concisely.

Record information and observations by hand and through digital technologies.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.

Communicate using a range of technologies and media.

Understand and use mathematical notation and other symbols.

Responsibly participate in, and contribute to, digital social media networks.



Action

Student-initiated Action

parent interviews, making connections with real life issues



Assessment & Resources

Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Summative Assessment GRASP

Goal: Limit your companies environmental impact while increasing economic gains.

Role: Mixed Commercial Contractor



Audience: Development Companies

Situation: You are a mixed commercial contractor bidding for building rights in order to build a new company. You must determine the most profitable economic outcome for developers while limiting the environmental impact on both a local and global scale.

Product: Create a bid for the development company.

Standards: Georgia Standards of Excellence for Science and Social Studies. *Assess using a rubric.

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Map of Georgia, students place pictures of plants and animals in appropriate places

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Learning Experiences



Designing engaging Learning Experiences

Enrichment/gifted activities:



G3 How the World Works Apr 22, 2022

- Visit to Chattahoochee Nature Center
- Brainpop and United Streaming Video Clips
- Habitat Learning Centers
- Aquatic Habitats (GEMS Guide)
- Schoolyard ecology (GEMS GUIDE)
- Terrarium habitat (GEMS GUIDE)
- Creek exploration
- Captain planet gardening activities
- University of Georgia's Nature Website
- Independent research of habitats
- Visit Nature Walk at School
- Habitats around the world art

Historical figures (Franklin D. Roosevelt, Eleanor Roosevelt, Fredrick Douglass, Mary McLeod Bethune)

Music Class Instruction:

Key Concepts, Function, Change

- Students will discuss changes in music and movement (direction, form, energy) through dance
- Students will identify instruments and instrument families

Layers of Sound (analogy to layers of soil - music displayed in layers too)

Science Lab:

Key Concept: function, change

Activities:

Students will obtain, evaluate, and communicate information about the ways heat energy is transferred and measured.

Students will ask questions to identify sources of heat energy by grouping various magazine clippings as source from: sun, burning, friction.

Students will conclude that the sun is the resource that creates heat energy.

Students will investigate the effect of sunlight on thermometers placed in pockets made out of various materials (black paper, white paper, aluminum)

Spanish:



- Students will recognize Spanish vocabulary associated with habitats and certain animals: Quizlet

Physical Education:

Central Idea: Healthy bodies make it easier to feel good.

Learner Profile: Thinker, open-minded, risk taker

Key Concept: Function

Students will

- Perform the Fitnessgram assessments
- Participate in fitness games that increase the heart rate
- Identify the effects exercise has on the body
- Use pedometers to measure the number of steps achieved throughout the lesson

Art Class Instruction:

- Students will create "Eric Carle" inspired animal collages in a habitat

The Gifted Teacher will facilitate the following activity:

How The World Works THIRD GRADE IB	
Goal	Discovery Identify Describe Quantify Co-Relate Apply
Role	Dark Matter
Audience	Chauvet-Pont-d'Arc - Gorges de l'Ardèche , France Cave <i>Mexico's Cave of Crystals</i> - Chihuahuan Desert
Situation	1.An underappreciated not so distant Relative - relativity the dependence of various physical phenomena on relative motion of the observer and the observed objects, especially regarding the nature and behavior of light, space, time, and gravity – Seeks Same
Product	Earth Point Perspective – 3D Phi Expressionists – Ordinates, Platonic Solids, Polyhedral Nets & Forms Etc. with Descriptors

Provocations

Chattahoochee Nature Center



University of Georgia's Nature Website

Reflections

General Reflections

Looking Back



Emily Turner May 11, 2022 at 12:40 PM

We did not get to a summative assessment this year due to milestones and test prep. Next year we look forward to having students making international connections with economies around the world.

Looking Forward



Emily Turner May 11, 2022 at 12:41 PM

Making connections with currencies and economies around the world.

Stream & Resources

Resources



Note posted on Aug 15, 2019 at 9:49 AM

- Library Books and Computers
- Access to Brainpop and United Streaming
- Visit our school's Native Plant Garden
- Visit Chattahoochee Nature Center