



## Summary

### Who We Are

#### Subject

English, Science Lab, Social Studies, Music, Visual Arts

#### Year

Third Grade

#### Start date

Week 1, December

#### Duration

6 weeks

## Inquiry

### Transdisciplinary Theme



Who we are

### The Central Idea

Formations create categories.

### Lines of Inquiry

- classification
- cycles
- comparing and contrasting geographical influence on settlements

### Teacher questions

- geographical influences
- the methods of classification
- patterns of cycles

## Learning Goals

### Scope & Sequence

#### Social Studies

[IB] Human systems and economic activities

#### Overall Expectations

will increase their understanding of their world, focusing on themselves, their friends and families and their environment.



They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups.

will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment.

will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

### Conceptual Understandings

Identify roles, rights and responsibilities in society

Formulate and ask questions about the past, the future, places and society

### Learning Outcomes

explore how systems influence lifestyle and community

compare transportation systems within the local community to those in other communities

## Standards and benchmarks

Georgia State Standards

GSE: Science (2016)

### Earth and Space Science Grade 3

S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.

- Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests.
- Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam).
- Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time.

S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.

- Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.
- Develop a model to describe the sequence and conditions required for an organism to become fossilized.

GSE: Social Studies (2016)

### Historical Understandings Grade 3

SS3H3 Explain the factors that shaped British Colonial America.

- Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).
- Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy,



and religion).

c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

### **Map and Globe Skills Grade 3**

GOAL: The student will use maps to retrieve social studies information.

4. compare and contrast the categories of natural, cultural, and political features found on maps M

6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps D

7. use a map to explain impact of geography on historical and current events D

GSE: Physical Education (2018)

### **Motor Skills and Movement Patterns Grade 3**

PE3.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.  
Locomotor

d. Jumps and lands on feet for height and distance.

Manipulative Skills

r. Jumps a self-turned rope while continuously performing a variety of skills (skier, bell, straddle, and scissors).

### **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.

### **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.

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.

a. Explains the relationship between physical activity and good health.

b. Describes the challenge that comes from learning a new physical activity.

GSE: Fine Arts: Visual Arts (2017)

### **Creating Grade 3**



VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.
- Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.
- Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

VA3.CR.2 Create works of art based on selected themes.

- Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- Create works of art emphasizing multiple elements of art and/or principles of design.

VA3.CR.3 Understand and apply media, techniques, processes, and concepts of twodimensional art.

- Develop drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, tempera, watercolor).
- Develop and apply an understanding of color schemes to create works of art.
- Use spatial concepts to create works of art (e.g. foreground, middle ground, background, size, placement, detail).

VA3.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

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### Connecting Grade 3

VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

- Apply art skills and knowledge to improve understanding in other disciplines.

VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

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## Key and Related Concepts



### Key Concepts

Key

Concepts

Key questions and definition

Related concepts

Subject Focus






### What is it like?

The understanding that everything has a form with recognizable features that can be observed,

Form



Key Concepts	Key questions and definition	Related concepts	Subject Focus
	identified, described and categorized.		
 Function	<b>How does it work?</b> The understanding that everything has a purpose, a role or a way of behaving that can be investigated.		
 Causation	<b>Why is it as it is?</b> The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.		
 Change	<b>How is it transforming?</b> The understanding that change is the process of movement from one state to another. It is universal and inevitable.	classification, settlement, cycles	Science Lab, Social Studies



## Developing IB Learners

### ☆ Learner Profile



Communicators



Principled



Balanced



## ATL Skills

### 📎 Approaches to Learning

#### Description

Transdisciplinary Skills: Collecting Data, Recording Data, Organizing Data, Presenting Research, Organization, Safety, Codes of Behaviour, Informed Choices, Acquisition of knowledge, Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Listening, Speaking, Reading, Writing.



### 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

Students brought rocks to school and were excited about the rocks on the playground and trying to identify their properties.

## Assessment & Resources

### Ongoing Assessment

Triple Venn Diagram: SW create a triple venn diagram comparing the 3 regions of American Colonies: New England, Middle, and Southern. SW include facts about education, economy and religion.

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

#### Summative Assessment GRASP

**Goal:** Travel to an area in order to classify their access to opportunities.

**Role:** Archeologist

**Audience:** Scientific platform.

**Situation:** Visit a community within a specified area in order to determine why the people chose to live within the area.

**Product:** Select one of the three following regions: Mid Atlantic, New-England, and Southern in order to give a five to seven minute TEDTalk presenting findings on how we classify access to opportunities.

**Standards:** Georgia Standards of Excellence on Science and Social Studies. \*Assess using a continuum.

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

- Web government
- KWL on systems of government
- Vocabulary preview
- Have students create a visual graphic representing our governments structure

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## Learning Experiences

### Designing engaging Learning Experiences

Gifted/extension activities:

 [G3 Who We Are](#) Dec 17, 2021

- Pre/Post governmental system diagram
- Branches of government trees
- Flip book for roles of government
- Sort and Match review of roles and distribution of power
- Social studies weekly
- Time magazine
- Home project (compare our government to a different government)
- Graphic organizer sort (Role, job, qualification)
- Informational writing on each form of government
- Readers Theater on judiciary branch
- Flip charts (branches, levels, rights and responsibilities)

Music

Central Idea: Expression enhances performances.

Key Concepts: Change, Causation, Form

Learner Profile: Students will develop their balanced, reflective, and principled attributes as they prepare for a grade-level performance.

-Sing, play, analyze musical expression in songs students are preparing for performances.

-Perform songs related to United States important people and places





-Take on jobs in the classroom

-Take on roles and jobs related to preparing for a performance

Science Lab:

Key Concepts: form

Activities:

- Students learn how rocks are formed and categorized based on physical attributes as they investigate trays of various mineral and rocks.
- Students utilize stereoscopes and magnifiers to compare, contrast and sort various rocks based on color, texture, luster, hardness through simple testing, then record data on graph.
- Students observe how wind and water can erode to change the form of the rocks, eventually becoming part of the soil. Observations are made with student made erosion models.
- Students use Stemsopes Explore soil activity to test and observe the properties of clay, sand, loam soils.
- Students conduct water drip tests to determine how the form of soils cause different water retention and make conclusions as to which soils are best to support plant life.

Physical Education:

Central Idea: Physical exercise is important to physical wellbeing

Key Concepts: Form

Learner Profile: Principled, risk-taker, knowledgeable, and reflective

Students will work in small groups and independently to learn a variety of jump roping skills. Students will also be able to identify the importance of exercise and its positive effect on the body.

Spanish:

Key Concept: change

rock cycle

Students will use vocabulary for rock cycle, types of rocks & minerals and descriptive words In Spanish using Quizlet

Students will watch videos in Spanish explaining the rock cycle, rocks and minerals

government - students will identify certain professions / services provided by the government

Art:

Central Idea: Artists are observers

Key Concept: Form

Learner Profile: Communicators

Students will communicate different color moods through an observational study. Students will practice blending warm and cool colors using both oil pastels and paint. Being able to use multiple materials will allow students to make connections how colors work through different art mediums. Students will practice using line and form to observe leaves in nature.



### Provocations

Divide class into 3-4 groups. Provide them with a deck of cards and no system/structure/directions as to how to create the project. Instruct the groups to begin. Tell them they have 5-10 min. At the end of 10 min, ask "who has the tallest structure?" . Then give them directions and 10 min to build the tallest structure. Discuss why having systems/structure/direction helps?

### Reflections

#### General Reflections

##### Looking Back



**Emily Turner** May 26, 2021 at 10:04 AM

Due to the covid year, this planner was a bit condensed. We were not able to complete the GRASPS assessments, but did go through many activities. Students were engaged in discussions about colonies. Students completed graphic organizers about three groups of colonies and the likenesses and differences between them. They completed a color symbol image on each region of colonies as a summative task. Students explored soil types around the school and at their homes. Students compared and wondered about why certain areas had certain soil types. Students inquired a great deal during our discussions on soils.



**Emily Turner** May 11, 2022 at 12:33 PM

triple Venn diagram showing facts/knowledge about colonies, CSI on colonies. Visible thinking strategies worked well with this planner. We will use the GRASPS for certain students' extension as needed.

##### Looking Forward



**Emily Turner** May 26, 2021 at 10:06 AM

Hopefully next year will be back to normal and we'll be able to complete the GRASPS assignments. These real life connections truly help students understand the concepts being presented to them.



**Emily Turner** May 11, 2022 at 12:34 PM

Form, causation, and change were the key concepts for this planner. Students will further develop their understanding through making personal connections.



## Stream & Resources



### Resources



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

- Field Trip: Jimmy Carter Center
- Guest speakers
- Youtube/brainpop/flocabulary
- Portaportal resources