



Summary

Sharing the Planet

Subject	Year	Start date	Duration
English, Science Lab, Social Studies	Third Grade	Week 1, August	8 weeks

Inquiry

Transdisciplinary Theme



Sharing the planet

The Central Idea

Habitats support survival.

Lines of Inquiry

- habitats
- adaptations and survival
- flourishing organisms
- geographical impact

Teacher questions

- How are plant and animal features helpful?
- How do changes to habitats affect living things?
- How did American Indians affect the environment?
- How do organisms adapt to where they live?

Learning Goals

Standards and benchmarks

Georgia State Standards: GSE: Fine Arts: Music (2018)
General Music (Grade 3)

ESGM3.CR.2 Compose and arrange music within specified guidelines.

b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes).



d. Arrange rhythmic patterns to create simple forms and instrumentation.

Performing

ESGM3.PR.1 Sing a varied repertoire of music, alone and with others.

b. Sing with others (e.g. rounds, game songs, ostinatos).

ESGM3.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.

b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.

ESGM3.PR.3 Read and Notate music.

a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter.

c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo).

Responding

ESGM3.RE.1 Listen to, analyze, and describe music.

a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo).

c. Identify and classify (e.g. families, ensembles) classroom, orchestral, and American folk instruments by sight and sound.

ESGM3.RE.2 Evaluate music and music performances.

a. With teacher's guidance, collaborate to develop criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).

b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.

c. Refine music performances by applying personal, peer, and teacher feedback.

d. Explain personal preferences for specific musical works using appropriate vocabulary.

Connecting

ESGM3.CN.1 Connect music to the other fine arts and disciplines outside the arts.

a. Describe connections between music and the other fine arts.

ESGM3.CN.2 Connect music to history and culture.

a. Perform and respond to music from various historical periods and cultures.

c. Demonstrate performance etiquette and appropriate audience behavior.

Georgia State Standards: 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.

a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.

c. 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.

b. 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.

c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage).

d. Develop and apply an understanding of color schemes to create works of art.

e. 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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Responding (Grade 3)

VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.

c. Use a variety of approaches to engage in verbal and/or written art criticism.

d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.

Connecting (Grade 3)

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

a. 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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Georgia State Standards: GSE: Physical Education (2018)

Movement Concepts and Principles (Grade 3)

PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

a. Practices and recognizes the proper protocol for each Georgia Fitness Assessment component.

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.
- 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.

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.

Georgia State Standards: GSE: Social Studies (2016)

Historical Understandings (Grade 3)

SS3H1 Describe early American Indian cultures and their development in North America.

- b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.
- c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

Geographic Understandings (Grade 3)

SS3G3 Describe how physical systems affect human systems.

- a. Explain why American Indian groups occupied the areas they did (SS3H1a), with emphasis on why some developed permanent villages and others did not.
- b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

Georgia State Standards: GSE: Science (2016)

Life Science (Grade 3)

S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.

- a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.
- b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.
- c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.



Key and Related Concepts

Key Concepts

Key Concepts	Key questions and definition	Related concepts	Subject Focus
 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.	location, survival	English, Science Lab, Social Studies
 Perspective	What are the points of view? The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.		English, Science Lab, Social Studies



Developing IB Learners

Learner Profile



Inquirers



Knowledgeable

Description

Engage in conversations about how to ask a good question. Demonstrate how to use higher level questions through KWL, visual thinking, (see, think, wonder; connect, extend, challenge; the 4 C's)

We will use visual thinking strategies (think, puzzle, explore; chalk talk; 321 bridge) to activate prior knowledge or to show what they've learned. Students will also show what they've learned through their summative assessment.



ATL Skills

Approaches to Learning

Description

graphic organizers to show historical figure attributes



Social Skills

- Interpersonal relationships, social and emotional intelligence - developing positive interpersonal relationships and collaboration

Social and Emotional Intelligence

- Be aware of own and others' emotions.
- Manage anger and resolve conflict.
- Be self and socially aware.
- Be aware of own and others' impact as a member of a learning group.



Thinking Skills

- Critical thinking - Analysing and evaluating issues and ideas, and forming decisions

Forming Decisions

- Revise understandings based on new information and evidence.
- Draw conclusions and generalizations

- Creative Thinking - Generating novel ideas and considering new perspectives

Generating novel ideas

- Use discussions and diagrams to generate new ideas and inquiries.
- Practise "visible thinking" strategies and techniques.

Considering new perspectives

- Practise "visible thinking" strategies and techniques.



Research Skills

- Information literacy - Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Data gathering and recording

- Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.

Synthesizing and interpreting

- Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams.
- Use critical literacy skills to analyse and interpret information.



Self-management Skills

- States of mind - Using strategies that manage state of mind

Perseverance

- Demonstrate persistence.



Use strategies to remove barriers.

Emotional management

Take responsibility for one’s own actions.

Use strategies to prevent and eliminate bullying.

Use strategies to reduce stress and anxiety.

Manage anger and resolve conflict.

Self-motivation

Practice positive thinking and language that reinforces self-motivation.

Resilience

Manage setbacks.

Work through adversity.

Work through disappointment.

Work through change.

Action

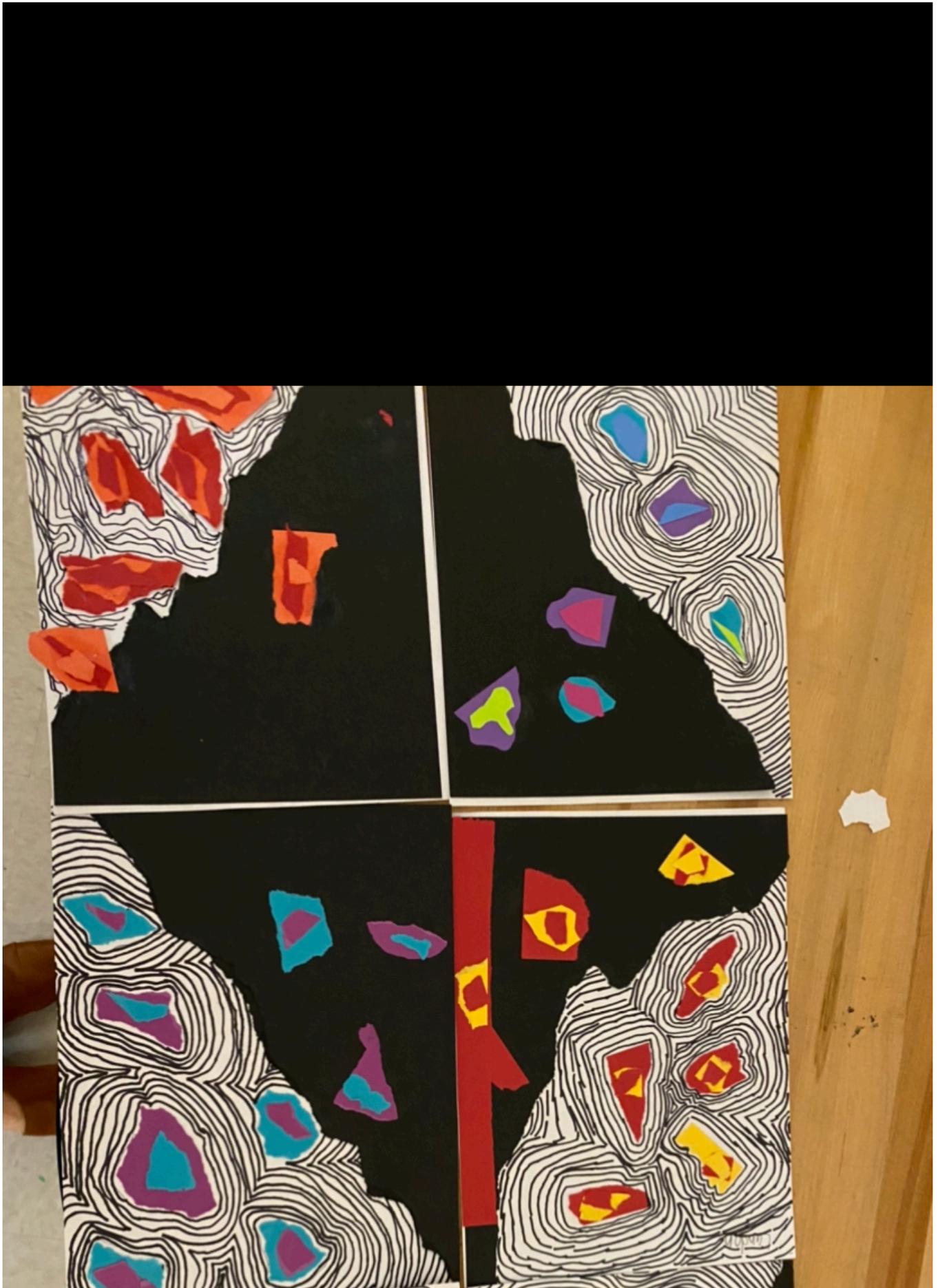
Student-initiated Action

Students took initiative when volunteering to clean the school grounds of litter and waste.

Assessment & Resources

Ongoing Assessment

one point perspective.pptx
19.88 MB





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: Create a new habitat or adapt to an existing habitat as an animal and describe the function of survival.

Role: You are an animal.

Audience: The audience is a scientist observing you living within your habitat.

Situation: You need to show the scientist how the role of survival aids you when searching for food, water, and shelter.

Product: Students will select one of the following: video (imovie), shoe box (diorama), tri-fold display.

Standards: Georgia Standards of Excellence for Science and Social Studies. *Assessed with use of rubric.

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

Inquiry Chart (Sticky note questions) - What action do you take in order to care for the environment?



Persuasive artifact convincing others to protect the environment

Pollution choice project

vocabulary quiz

sequencing steps for recycling

persuasive writing involving choices and consequences of historical figures

reading comprehension assessment based on "It's All the Fault of Adam"

formative assessment on conservation and pollution

Summative Assessment: Trash to Treasure problematic scenario

create a writing piece from the point of view of a historical figure explaining their choices and the consequence that followed

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: Create a new habitat or adapt to an existing habitat as human or animal and describe the function of survival.

Role: You are a human or animal.

Audience: The audience is a scientist observing you living within your habitat.

Situation: You need to show the scientist how the role of survival aids you when searching for food, water, and shelter.

Product: Students will select one of the following: video (imovie), shoe box (diorama), tri-fold display.

Standards: Georgia Standards of Excellence for Science and Social Studies. *Assessed with use of rubric.

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St
Sep 20, 2021



Learning Experiences

Designing engaging Learning Experiences

Provocation;

Everybody Needs a Home (Project Wild p 32)

Students will participate in searching and recording with drawings and words, plant and animal homes found on campus.

Students will share out the types of found homes to help to identify the type of habitat we live in.

Each habitat must include food, water, shelter, and space., and conversation should include how the homes access these things.

We live in the woodland habitat within the Piedmont region.

Oh Deer Game

Students will play Oh Deer (Project Wild p146)

Students are deer, water, food, or shelter. The leader chooses what the deer is looking for for each round.

This shows how living things might not have all their needs at any given time within their habitat.

Tribe Life

Students will create posters to jigsaw learning

1. How does the climate and available resources of each of the 6 US Regions (Arctic, Northwest, Southwest, Plains, Northeast, and Southeast) affect what choices American Indian Tribes Made for Food, Clothing and Shelter?
2. What are some key differences in how the American Indians of each region lived?
3. What impact does environment have on how people in a region live?

<https://drive.google.com/file/...>

Fashion a Fish (Project Wild Aquatic P88)

Students will create an animal that would be adapted to live on our school grounds.

They will need to consider mouth, shape, coloration, reproduction, food, water, and shelter.

Students will explain/write how the chosen adaptations help the animal survive.



Spanish

Key Concepts: connections

Students will use vocabulary in Spanish for habitats, camouflage, animals, geography of Georgia in Quizlet

Students will watch videos in Google Classroom pertaining to habitats, animals, adaptations, geography / topography of Georgia in Google Classroom

Music:

Central Idea: Habitats support survival.

Key Concept:: Connections

Lines of inquiry: How is the music room like a habitat?

How can we create a habitat that will help us grow?

Learner profile attributes: Students will develop attributes of curiosity, confidence, and independence as they relate the music room and activities to the greater world around them. They will show open-mindedness, curiosity, and reflective behaviors from the learner profile as they make connections between music activities and other areas.

Approaches to learning: Communication, Thinking

Relate the music-room environment to the greater environment and brainstorm ways to take care of and monitor it

Practice Georgia habitat song

Perform songs related to curriculum on Orff instruments and other unpitched instruments, Hispanic Heritage month songs and chants such as Vamos a Jugar.

Assessments: Performance assessment, self-assessment

Physical Education:

Key Concept: Perspective

Students will be able to share their perspectives on the importance of physical fitness and the benefits for the body. Students will make the connection between fitness in and outside of school and reflect on why it is a lifelong skill.

Learner Profile: Knowledgeable and inquirers

Students will be knowledgeable about how to properly perform all batteries of the Fitnessgram assessments and make inquiries about possible misconceptions.

Activities:

Survival is an important part of life. Students will perform exercises focusing on the Fitnessgram components of cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Students will make the connection that movement and what we eat to fuel our bodies are important for a healthy body and survival.

Students will be knowledgeable about performing the health component assessments to the criteria for the Fitnessgram. They will also be able to explain why exercise is important for the body and what happens to the body if we don't exercise.

Students will participate in fitness activities that increase their heart rate and discuss the benefits of a healthy heart and body.



Sharing the Planet

Visual Art:

Key Concepts: connection, perspective

Learner Profile: inquirer, knowledgeable

- Students will be exposed to background information about the project (knowledgeable).
- Students will ask and answer questions related to the project (inquirer).
- Students will view various artworks from different perspectives (perspective).

ATL: social skills, research skills, thinking skills, self-management skills

- Students will use the E. Rivers visual art website to research and gather information about the project.
- Students will work with a partner on a portion of the project.
- Students will manage their time appropriately so that they finish the project within the given time-frame.

Activities:

Science Lab:

Key Concepts: connection

Activities:

- students watch and act-out spheres from Generation Genius video "Interactions of Earth's Spheres" then reflect how habitats support survival of organisms in those spheres. Students discuss connections with shapes game, and poster sort.
- students learn how geographic location can determine the types of organisms that can survive there by planing and creating 3-D model of GA geographic regions.
- After researching the 5 regions and all of their organisms and habitats, students chose one to recreate. Students use paper-mache, tape, cardboard, paint, and various other items to build.
- Once the habitats are build students must determine which animals are adapted to live there, then draw, color, and add those animals.

Provocations

Scenarios:

<https://www.youtube.com/embed/mEx9pcnbUVU>

;t=5s

Song and video will be used to introduce the unit to students. The song, set to hip hop music, will aid to familiarize the students with the 5 Regions of Georgia.



Reflections

General Reflections

Looking Back



Amy Reed May 27, 2021 at 9:01 AM

The monitoring, documenting and measuring of learning of formative assessments was successful as seen in summative assessments and learning activities. We still struggle with fully implementing the summative assessment using the GRASP model. Student demonstrated knowledge, conceptual understandings and skills when writing persuasive papers about recycling. They also did well on vocabulary quizzes. Virtual learning made teaching and reflecting on this unit a bit challenging. Some students took action by discussing recycling plans with their families.



Emily Turner Nov 10, 2021 at 12:47 PM

CSI (visible thinking strategy) used to show the central idea through the lens of habitats and/or American Indians. Students showed they were knowledgeable by reflecting on how the Ga regions connected to animal habitats through conversation. Discussions were around the central idea and each region. Students showed creativity through creating imaginary animals while supporting their choices with specific adaptations.



Paul Hulsing Nov 3, 2022 at 11:14 AM

We assessed students' prior knowledge by asking questions about what they knew about American Indian tribes. Students documented their learning through graphic organizers. They showed what they learned by creating and presenting artifacts. We used a Color-Symbol-Image to summarize their understanding of how habitats support survival. We did not have the time allotted to complete the GRASP activity.



Emily Turner Oct 4, 2023 at 8:58 AM

During SEL mornings, we focus on self-management and social skills. We were working on building community and managing emotions. Through the visible thinking strategy, CSI, students were able to reflect on their learning and understanding our of central idea, Habitats Support Survival. Through notetaking, students practiced their research skills. The communicator IB profile word of the month for the school is communicator so students were able to exhibit that attribute during presentations.

Looking Forward



Amy Reed May 27, 2021 at 9:07 AM

We discovered that Visible Thinking Skills were very successful and therefore we should include more of these activities into the planner. We should include more math activities into this unit such as comparing the cost of recycling to the the cost of not recycling. The students could investigate the costs of running a recycling plant. Innovating for future learning and teaching could be accomplished by research and investigations.



Emily Turner Nov 10, 2021 at 12:50 PM

We decided the GRASP was difficult and moved towards a visible thinking strategy. We should look into stretching our students' to research different habitats from around the world instead of just habitats in our state. Adding a global minded perspective will be beneficial to students' open mindedness.



Paul Hulsing Nov 3, 2022 at 11:19 AM

We will add 1-2 more visible thinking strategies to strengthen the process of learning. The GRASPs will be used as a resource if time permits. We will pull reading passages and incorporate writing topics related to American Indians, animals and habitats.



Emily Turner Oct 4, 2023 at 9:02 AM

We would like to see students working towards inquiry and research. We can build in teaching how to research and plan to use the media specialist to assist in this process.



Stream & Resources

Resources



Joan Silvestrini

Posted **photo** on Oct 4, 2023 at 11:27 AM

Regiones y Hábitats de Georgia

Los estudiantes investigaron sobre las regiones y hábitats de Georgia



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Joan Silvestrini

Posted **photo** on Oct 4, 2023 at 11:26 AM

Regiones y hábitats de Georgia

Los estudiantes investigaron sobre las regiones de Georgia. Region Llanuras Costeras

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

Field trips, trade books, science textbook, discovery learning, brain pop, and magazines