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|  | Unit Planner: **Movers** and **Shakers**! First Quarter  Tuesday, July 7, 2015, 8:31AM |  |

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| District Wide > 2015-2016 > Grade 3 > Science & Social Studies (Integrated Elementary) > First Quarter > Week 1 - Week 9 | Last Updated: Thursday, June 25, 2015 by Denise Jones |

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| |  | | --- | | Big Idea / Conceptual Lens |   Relationships | |  | | --- | | Focus of Study |   Forces and motion, skeletal and muscular systems, communities, contributions of historical figures, events in regions/communities over time, strategies for problem solving easily, fluency in problem solving, narrative writing, relationships |
| |  | | --- | | Standards and Clarifying Objectives |   Choose Standards   |  |  |  | | --- | --- | --- | | NC Essential Standards: Science | | | | **NC: Grade 3** | | | | Physical Science | | | | **Forces and Motion 3.P.1 Understand motion and factors that affect motion.** | | | |  | 3.P.1.1 Infer changes in speed or direction resulting from forces acting on an object. |  | |  | 3.P.1.2 Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time. |  | | Life Science | | | | **Structures & Functions of Living Organisms 3.L.1 Understand human body systems and how they are essential for life: protection, movement and support.** | | | |  | 3.L.1.1 Compare the different functions of the skeletal and muscular system. |  | |  | 3.L.1.2 Explain why skin is necessary for protection and for the body to remain healthy. |  | | NC Essential Standards: Social Studies | | | | **NC: Grade 3** | | | | History | | | | **3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.** | | | |  | 3.H.1.1 Explain key historical events that occurred in the local community and regions over time. |  | |  | 3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time. |  | |  | 3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions |  | | ComCore: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 | | | | **ComCore: Grade 3** | | | | Reading: Literature | | | | **Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |  | RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  | | **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** | | | |  | RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |  | | Reading: Informational Text | | | | **Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |  | RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  | | **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | | |  | RI.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, and cause/effect. |  | | **Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.** | | | |  | RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |  | | **Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** | | | |  | RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |  | | **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** | | | |  | RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic. |  | | **Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.** | | | |  | RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |  | | Reading: Foundational Skills | | | | **Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.** | | | |  | a. Identify and know the meaning of the most common prefixes and derivational suffixes. |  | |  | b. Decode words with common Latin suffixes. |  | |  | c. Decode multisyllable words. |  | |  | d. Read grade-appropriate irregularly spelled words. |  | | **Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.** | | | |  | a. Read grade-level text with purpose and understanding. |  | |  | c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  | | Writing | | | | **2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** | | | |  | W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |  | |  | W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |  | |  | W.3.2b. Develop the topic with facts, definitions, and details. |  | |  | W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. |  | |  | W.3.2d. Provide a concluding statement or section. |  | | **3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** | | | |  | W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  | | **Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | | | |  | W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  | | **Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** | | | |  | W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  | | Speaking and Listening | | | | **Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** | | | |  | SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. |  | |  | SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |  | |  | SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |  | |  | SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |  | | **6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.** | | | |  | SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |  | | Language | | | | **Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | | |  | L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  | |  | L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |  | |  | L.3.1b. Form and use regular and irregular plural nouns. |  | |  | L.3.1c. Use abstract nouns (e.g., childhood). |  | |  | L.3.1d. Form and use regular and irregular verbs. |  | |  | L.3.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |  | |  | L.3.1i. Produce simple, compound, and complex sentences. |  | | **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | |  | L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  | |  | L.3.2a. Capitalize appropriate words in titles. |  | |  | L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |  | |  | L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |  | |  | L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |  | | **Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** | | | |  | L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  | |  | L.3.3a. Choose words and phrases for effect.\* |  | |  | L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English. |  | | **Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** | | | |  | L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |  | |  | L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase. |  | |  | L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |  | |  | L.3.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |  | | **5. Demonstrate understanding of word relationships and nuances in word meanings.** | | | |  | L.3.5. Demonstrate understanding of word relationships and nuances in word meanings. |  | |  | L.3.5b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |  | |  | L.3.5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). |  | | **6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.** | | | |  | L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |  | | ComCore: Mathematics | | | | **ComCore: Grade 3** | | | | Operations & Algebraic Thinking | | | | **3.OA.A. Represent and solve problems involving multiplication and division.** | | | |  | 3.OA.A.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.  Show details  3.OA.A.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.  Hide details  For example, describe a context in which a total number of objects can be expressed as 5 × 7. |  | | **3.OA.D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.** | | | |  | 3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.  Show details  3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.  Hide details  For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. |  | | Number & Operations in Base Ten | | | | **3.NBT.A. Use place value understanding and properties of operations to perform multi-digit arithmetic.**  **Show details**  **3.NBT.A. Use place value understanding and properties of operations to perform multi-digit arithmetic.**  **Hide details**  **A range of algorithms may be used.** | | | |  | 3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100. |  | |  | 3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. |  | | Measurement & Data | | | | **3.MD.B. Represent and interpret data.** | | | |  | 3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.  Show details  3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.  Hide details  For example, draw a bar graph in which each square in the bar graph might represent 5 pets. |  | | |  | | --- | | Enduring Understandings |   [Bloom's Taxonomy](http://community.wvu.edu/~lsm018/Articulate%20Blooms%20Wheel/blooms_wheel.html)  Students understand that cause and effect relationships explain much about the natural and social world.  Students understand that a relationship exists between speed, distance and time.  Students understand that a force is necessary to create movement.  Students understand that the body has functions which work together for protection and movement.  Students understand historical people and events affect the local community and regions over time.  Students understand communities and regions are often developed due to necessity for survival and to preserve values and traditions.  Students understand that the unique characteristics of an area influence where and how communities develop and how they adapt to change.  Students understand that utilizing math strategies simplifies problem solving. |
| |  | | --- | | Essential Concepts and Critical Content |   forces, motion, push, pull, rest, cause, effect, relationships, gravity, organ, research scientist, Informative/explanatory, strategies, pattern, identify, mental math, muscular system, skeletal system, functions, irregular nouns, rounding, properties of operation, place value, region, community, historical figures, research scientist, newscaster, anthropologist | |  | | --- | | Processes, Strategies, and Skills |   Writing Process, Cause Effect, Map Skills, Technology Skills (QR Code), Research Skills, Graphic Organizers, Newswriting (script for a newscast), Comparing and Contrasting, Using Rubrics, Classifying (push, pull, push and pull, rest, Experiments (acid rain, etc.) |
| |  | | --- | | Essential Questions |   How does knowing about cause and effect relationships help me to better understand how the world works?  Who are some famous Eastern North Carolinians that used the principles of forces and motion to change the world?  What forces can change the motion and speed of an object, and how are these forces used to make our world lives easier?  What happens when an object is pushed or pulled?  How might an object change direction?  How does knowing about the equality of two forces help me understand gravity?  How does knowing about our skeletal system help me understand the functions of the muscular system?  How is the human body designed to protect itself?  Why is the skin an important organ?  What factors contribute to a region's identity?  How have diverse historical figures contributed to our community?  How does knowing about the scientific, literary, and industrial contributions of historical people help us understand a community?  How does knowing about patterns help me understand properties of operations?  How does knowing about place value help me understand rounding?  How does rounding make mental math easier?  What are strategies you can use to aid with addition and subtraction fluency?  How does repeated addition or subtraction represent multiplication/division?  How do equal jumps on a number line represent multiplication and division?  What survival techniques were used out of necessity but have been preserved through tradition? | |  | | --- | | Resources/Materials |   Book resources for Force and Motion  Fiction: And Everyone Shouted, "Pull!": A First Look at Forces and Motion by Clare Llewellyn  Nonfiction: Push and Pull by Robin Nelson Move It!: Motion, Forces and You by Adrienne Mason Forces and Motion: A Question and Answer Book by Catherine A. Welch Motion - Push and Pull, Fast and Slow by Darlene Stille Pushing & Pulling (Level J) Heinemann-Raintree Guided Reading Sets (Scholastic Forces & Motion Kit): Pulls (Level E) Heinemann-Raintree Pushes (Level E) Heinemann-Raintree Pulling (Level K) Heinemann-Raintree Pushing (Level J) Heinemann-Raintree How I Move (Level A) Houghton-Mifflin K I Can Move! (Level B) Houghton-Mifflin K  Books resources for Muscular and Skeletal Systems:  The Muscular System by: Emily Green  The Muscular System by: Rebecca Olien  Bones: Our Skeletal System by: Seymour Simon  Bones: The Skeletal System by: Gillian Houghton  Your Skin and Mine  Call #: 611.7 SHO Showers, Paul.  Series: Let's-Read-and-Find-out Book  Published 1965  Reading Level: 3.7 Interest Level: K-3  The Skin I'm In  Call #: FIC Fla Flake, Sharon.  Published 1998  Reading Level: 6.0 Interest Level: 5-8  Fountas and Pinnell: W  Book Resources for famous Eastern North Carolinians:  :  Michael Jordan  Call #: 921 JOR Dolan, Sean  Michael Jordan, Magic Johnson  Call #: 921 JOR Brenner, Richard J.  Michael Jordan  Call #: 921 JOR McCormick, Lisa Wade  Michael Jordan : star guard  Call #: 921 Knapp, Ron.  Michael's Golden Rules  Call #: E JOR Jordan, Deloris.  The Wright brothers : a flying start  Call #: 920 MAC MacLeod, Elizabeth.  Published 2002  Reading Level: 5.7 Interest Level: 3-6  The Wright brothers  Call #: 920 MAC MacLeod, Elizabeth  The Wright brothers and the airplane  Call #: 920 RAU Rausch, Monica.  Series: Inventors and their discoveries  Published 2007  Reading Level: 4.2 Interest Level: K-3  The Mystery at Kill Devil Hills  Call #: FIC MAR Marsh, Carole.  Series: Real kids, real places ; #9  Published 2003  Reading Level: 5.4 Interest Level: 3-6  Sugar Ray Leonard, the baby-faced boxer  Call #: 921 LEO Rosenthal, Bert.  Series: Sports stars  Published 1982  Reading Level: 4.8 Interest Level: 3-6  <http://onslowcounty.rubiconatlas.org/Atlas/View/File?BackLink=11454&AttachmentID=49955&SourceSiteID=3005> <http://www.uen.org/Lessonplan/preview?LPid=23798> <http://www.uen.org/Rubric/rubric.cgi?rubric_id=19961> [Utah SS Unit in Word (in case link is lost).docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50062&) <http://www.waywelivednc.com/maps/eastern.htm> <http://www.secretary.state.nc.us/kidspg/famous.htm> [Living Museum Presentation Rubric.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50065&) [electronic timeline](http://www.readwritethink.org/files/resources/interactives/timeline_2/) <http://www.thebigrock.com/> <http://www.k-5mathteachingresources.com/support-files/arraypicturecards.pdf> [atlas arrays.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50069&) <https://www.flocabulary.com/forces-and-motion/> [venn diagram push pull 2.PNG](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50077&) [venn diagram pics push pull.PNG](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50078&) [power point muscular system](http://www.slideshare.net/branderj/interactive-powerpoint-skeletal-system-presentation) [muscular system video](http://kidshealth.org/kid/closet/movies/MSmovie.html?tracking=59983_G) [foods grown/eaten in Eastern NC](http://www.ncagr.gov/stats/general/commodities.htm) [Salt Water Grill Menu](http://www.saltwatergrillswansboro.com/) <http://chefandthefarmer.com/menu/dessert-menu/> [The Country Squire Lunch Menu](http://www.countrysquireinn.com/ordereze/Content/PageDetails.aspx?PageID=4) [Mission Barbeque Menu](http://mission-bbq.com/menu) [Array Picture Card Examples](http://www.k-5mathteachingresources.com/support-files/arraypicturecards.pdf) [historical timeline of nc/eastern nc history](http://www.secretary.state.nc.us/kidspg/history.htm) <http://www.datesandevents.org/american-timelines/33-north-carolina-history-timeline.htm> [onslow county history](http://www.northcarolinahistory.org/encyclopedia/611/entry) [local information New Bern Jacksonville.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50115&) [Restaurant template Order's Up!.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50125&) [Blackbeard Biography](http://latinamericanhistory.about.com/od/Pirates/p/Blackbeard-For-Kids.htm) [Addtional Blackbeard Information](http://www.encyclopedia.com/topic/Blackbeard.aspx) [Nicholas Sparks Biography Higher Level](http://www.famousauthors.org/nicholas-sparks) [Additional Nicholas Sparks Information](http://www.cliffsnotes.com/literature/n/the-notebook/nicholas-sparks-biography) [Otway Burns Biography](https://en.wikipedia.org/wiki/Otway_Burns) [Additional Otway Burns Information](http://beaufortartist.blogspot.com/2007/09/otway-burns.html) |
| |  | | --- | | Formative, Interim, and Summative Assessments |   Add New Assessment   |  |  | | --- | --- | |  | May the Force Be With You!  Informal: Test: Field Test  You are a Research Scientist. After viewing a Flocabulary video clip, you will use your new background knowledge to differentiate between objects pushing and pulling. Label four sections push, pull, push and pull, and rest. Your task is to classify and record specific examples of a push, pull, push and pull, or rest as you walk around the school campus. Have a group discussion with your colleagues of your findings upon return. Create a class chart of the forces observed. Then utilize the cause and effect chart below to show learned skills. Next, discuss the cause and effect of people staying in one area or having the need to move.  [cause and effect today.png](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=49955&SourceSiteID=3005&) <https://www.flocabulary.com/forces-and-motion/>  3 Standards Assessed  Hide Standards   * 3.P.1.1 Infer changes in speed or direction resulting from forces acting on an object. * 3.P.1.2 Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time. * 3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions | |  | Science News Take Five!  Rubric: Performance: Authentic Task  You are a television newscaster. Write a script using your knowledge to explain how the skeletal and muscular systems work together along with the skin, to protect the body. Produce a two to three minute video highlighting your understanding of these body systems. Include a scaled version of your body as a visual aid to use during your presentation (include muscles and bones). Present the video to your colleagues.  31 Standards Assessed  Hide Standards   * 3.L.1.1 Compare the different functions of the skeletal and muscular system. * 3.L.1.2 Explain why skin is necessary for protection and for the body to remain healthy. * W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. * W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. * W.3.2b. Develop the topic with facts, definitions, and details. * W.3.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. * W.3.2d. Provide a concluding statement or section. * W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) * SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. * SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). * SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. * SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. * L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.3.1i. Produce simple, compound, and complex sentences. * L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * L.3.2a. Capitalize appropriate words in titles. * L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). * L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. * L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. * L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. * L.3.3a. Choose words and phrases for effect.\* * L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English. * L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. * L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase. * L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). * L.3.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. * L.3.5. Demonstrate understanding of word relationships and nuances in word meanings. * L.3.5b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). * L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). * 3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. | |  | Where in the World?  Rubric: Project: Product Based  You are an anthropologist. Using map features, you will describe relationships between human settlement and physical geography to discover how people adapt to their community according to available resources, values, and traditions. Utilize the Utah site below to effectively teach and assess these skills.  [http://www.uen.org/Lessonplan/preview?LPid=23798](http://www.uen.org/Lessonplan/preview?LPid=23798%20)  [http://www.uen.org/Rubric/rubric.cgi?rubric\_id=19961](http://www.uen.org/Rubric/rubric.cgi?rubric_id=19961%20)  [Utah SS Unit in Word (in case link is lost).docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50001&SourceSiteID=3005&) [utah rubric.PNG](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50002&SourceSiteID=3005&)  17 Standards Assessed  Hide Standards   * 3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions * RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. * RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). * RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic. * RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. * a. Read grade-level text with purpose and understanding. * c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. * SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. * SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. * L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * L.3.1i. Produce simple, compound, and complex sentences. * L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. * L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. * L.3.3a. Choose words and phrases for effect.\* * L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English. | |  | The Who's Who in Eastern NC...  Rubric: Oral: Presentation  You are an important historical figure from Eastern NC History. Your job is to write a narrative about your life and the contributions you made to the development of your community in Eastern NC. It will be in the form of a letter to another historical figure. You will present your narrative in the form of a Living Museum, QR Code, or a Virtual Museum. Research by comparing books on the same character. The Writing Process will be used to create your narrative. You will dress as your character to make an oral presentation, or show items via your QR Code that represent the time period and the changes that took place over the time your were living. Include pictures or photos in your Virtual Museum (The second website below is showing famous North Carolinians...your job is to use the context clues to determine if they are from eastern NC).  <http://www.waywelivednc.com/maps/eastern.htm> <http://www.secretary.state.nc.us/kidspg/famous.htm> [Rubric Historical Figures Project.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50224&SourceSiteID=3005&)  17 Standards Assessed  Hide Standards   * 3.H.1.1 Explain key historical events that occurred in the local community and regions over time. * 3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time. * RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). * RI.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, and cause/effect. * a. Identify and know the meaning of the most common prefixes and derivational suffixes. * b. Decode words with common Latin suffixes. * c. Decode multisyllable words. * d. Read grade-appropriate irregularly spelled words. * W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. * L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. * L.3.1b. Form and use regular and irregular plural nouns. * L.3.1c. Use abstract nouns (e.g., childhood). * L.3.1d. Form and use regular and irregular verbs. * L.3.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. * L.3.1i. Produce simple, compound, and complex sentences. * L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |  | It's About Time!  Formative: Project: Technology  You are a Social Scientist. You must create a timeline of significant events in Eastern NC History that help develop the NC regions as they are today. Choices for which there are references included are: Michael Jordan, The Wright Brothers, Sugar Ray Leonard, Edward Teach (Blackbeard), Otway Burns and Nicholas Sparks.  <http://www.readwritethink.org/files/resources/interactives/timeline_2/> <http://www.secretary.state.nc.us/kidspg/history.htm> <http://www.datesandevents.org/american-timelines/33-north-carolina-history-timeline.htm>  2 Standards Assessed  Hide Standards   * 3.H.1.1 Explain key historical events that occurred in the local community and regions over time. * RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | |  | Can You Survive It?  Rubric: Project: Technology  You are a historian. You must research examples of ideas that helped develop and shape our local communities and regions. Begin with what was necessary for survival. Explain through examples how the necessary means of survival in early Eastern North Carolina have evolved into our traditions of today. Create a Power Point, Prezi, or any other form of technology presentation to share with your colleagues.  <http://www.thebigrock.com/> <http://www.sneadsferryshrimpfestival.org/> <http://www.ncwildlife.org/Fishing/WheretoFish.aspx> <http://www.northcarolinahistory.org/encyclopedia/611/entry> [local information New Bern Jacksonville.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50116&SourceSiteID=3005&)  2 Standards Assessed  Hide Standards   * 3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions * W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |  | Order's Up!  Formative: Performance: Dramatization  You are an entrepreneur/waitress/customer. Your job is to create a menu that contains local NC food. You must categorize the dishes according to appetizers, sides, entrees, drinks, and desserts. Determine the cost of each item (must be reasonable). Then take turns with your partner ordering and taking orders using the menu you created. As the waitress/waiter, you must add the bill to determine the cost. As the customer, you will estimate the total of your meal by rounding each item you purchased from the menu and adding the estimated total.  [Restaurant template Order's Up!.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50073&SourceSiteID=3005&) <http://www.saltwatergrillswansboro.com/> <http://chefandthefarmer.com/menu/dessert-menu/> <http://www.countrysquireinn.com/ordereze/Content/PageDetails.aspx?PageID=4> <http://www.countrysquireinn.com/ordereze/Content/PageDetails.aspx?PageID=4> <http://mission-bbq.com/menu>  2 Standards Assessed  Hide Standards   * 3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100. * 3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | |  | Array of Sunshine  Summative: Performance: Authentic Task  You are a farmer. Your job is to choose foods grown in Eastern North Carolina to plant. Design your fields in plots of \_\_\_\_\_\_\_\_\_\_ (8x5, 9x7, etc.) by sketching a plan of how you will plant your fields (make certain your food is planted in correct rows and columns and you create at least 5 crops). Share your sketches with other farmers and create word problems and equations to match. Check your work by utilizing a multiplication table and look for arithmetic patterns within the table and your problems.  <http://www.k-5mathteachingresources.com/support-files/arraypicturecards.pdf> [atlas arrays.docx](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50058&SourceSiteID=3005&) <http://www.ncagr.gov/stats/general/commodities.htm>  2 Standards Assessed  Hide Standards   * 3.OA.A.1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. * 3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. |   8 record(s) found. | |
| |  | | --- | | Integration Opportunities (Optional) |   Choose Standards   |  |  |  | | --- | --- | --- | | P21: 21st Century Student Outcomes | | | | **P21: K-12** | | | | Core Subjects & 21st Century Themes | | | | **Financial, Economic, Business and Entrepreneurial Literacy** | | | |  | Knowing how to make appropriate personal economic choices |  | | Learning & Innovation Skills | | | | **Creativity and Innovation Think Creatively**  **Show details**  **Creativity and Innovation Think Creatively**  **Hide details**  **Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.** | | | |  | Use a wide range of idea creation techniques (such as brainstorming) |  | |  | Create new and worthwhile ideas (both incremental and radical concepts) |  | | **Work Creatively with Others**  **Show details**  **Work Creatively with Others**  **Hide details**  **Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.** | | | |  | Develop, implement and communicate new ideas to others effectively |  | | |  | | --- | | Additional Integration Opportunities (Optional) |   Art: Create a skeleton from types of pasta/label the parts for reinforcement  Music: The Skeleton Dance (begin with the generic names for bones from this song and then build to scientific names)  <http://www.enchantedlearning.com/crafts/halloween/pastaskeleton/> <http://www.schooltube.com/video/4771b378445b455ceff3/The-Skeleton-Dance> |
| |  | | --- | | Character Qualities (Optional) |  |  |  | | --- | --- | | * Self-discipline * Responsibility * Integrity * Cooperation |  | | |  | | --- | | Differentiation/Intervention Focus Areas (Optional |   -Science News Take Five!: Students create an additional newscast pertaining to the skin and its protection  -Order's Up Assessment: Students calculate the tax for restaurant purchase and add to the total |

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