

Stage 1 – Desired Results

I. Established Goal(s):

S3L1 Students will *investigate* the habitats of different organisms and the dependence of organisms on their habitats

- a. *Differentiate* between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic ocean)

S3CS1 Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Keep records of investigations and observations and do not alter the records later.

S3CS5 Students will communicate scientific ideas and activities clearly.

- a. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.

S3CS8 Students will understand important features of the process of scientific inquiry.

- b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.
- c. Scientists use technology to increase their power to observe things and to measure and compare things accurately.
- d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.

(Underline nouns and adjectives; italicize verbs.)

II. Big Idea(s) and Understandings(s):

A. Big Idea(s):
Georgia Habitats

B. Enduring Understanding(s):
Students will understand that...

- ***Georgia's habitats can be differentiated by their physical characteristics.***
- ***Georgia's habitats support different organisms.***

III. Essential Question(s):

1. **How do the habitats of Georgia differ from each other?**
2. **How are Georgia's habitats alike?**
3. **How do aspects of Georgia's regions enable organisms to survive?**

IV. Students will know... (knowledge)

1. **The habitats of Georgia.**
2. **Physical characteristics of Georgia's habitats**
3. **Organisms of each habitat**

Students will be able to ... (skills)

1. **Locate different regions and habitats on a GA map.**
2. **Compare and contrast regions and habitats of Georgia.**

Stage 2 – Assessment Evidence

Performance task-Research project

- **Goal**- Gather information on one region of Georgia, including its physical characteristics and the organisms that make it unique.
- **Role**- an interpretive ranger for a state park within your group's region.
- **Audience**- a group of third grade students who are about to visit that region.
- **Situation**- You and a group of rangers will present information to a group of students who will be visiting your state park.
- **Product**-Group chosen presentation of the information which may include a PowerPoint presentation, Oral presentation, Brochure, or an informational video.
- **Standard**- the teacher will guide the students through the creation of a project rubric on rubistar.com, using the *Group Planning and research Project* format. The rubric should include guidelines for member and group participation, information collected, and presentation quality.

Informal- Students will create a journal by taking notes during the presentations or while reading the brochures about each region.

Constructed response- Students will create a Venn Diagram comparing and contrasting the habitat they researched with one other.

Selected Response- Students will take a test over the information presented during the performance tasks.

Stage 3 – Learning Plan

Days 1-4 The teacher will spend several days reading the Yumion book series to students. The class will keep track of Yumion's travels on a map of Georgia and discuss things Yumion has seen each day. Yumion's experiences will be written on post-it notes. These notes will include information on animals and plants he saw, and characteristics of each region. The post-it notes will be placed on the map.

Day 5- Compare map with Yumion's travels with a map showing the regions of Georgia. Review information on post-it notes as each region is introduced to refresh students' memories of the things he saw in each region. Label these regions on the same map.

Day 6- Ask students where in each region you could still find native wildlife and plants. Introduce them to the State parks of Georgia using the interactive map.

<http://gastateparks.org/georgia/parks/find.asp?siteid=5&wrapid=1>

Discuss with students their experiences with state parks. Read the story *The Smoky Mountain Salamander Ball* or another book

that introduces the concept of park rangers to the students. (A park ranger as a guest speaker would be ideal to begin this part of the unit)

Tell students that one of a ranger's duties is to teach people about the native animals and plants in their region and how they interact with their environment.

Day 7- Introduce the project to the students. Tell them they will imagine themselves as rangers who must educate a third grade class on one region of Georgia. They will research the physical features and habitats found within this region and present this information to the class. Use the *Group Planning and research Project* format found on rubistar.com to guide the class through the creation of a rubric with which they will be assessed. The class will be divided into 6 groups. Each group will be assigned one region to research.

Day 8-10- The groups will begin to gather information. They will be guided by the teacher to use the rubric to determine the types of information they will need. They will also decide how to present this information. (brochure, PowerPoint, oral presentation, State park map, etc...)

Day 11-12- Groups will present their projects. The audience will take notes in their journal on each of the regions presented.

Day 13- Students will use the information in their journals to compare and contrast the region they researched to one of the other regions presented using a Venn diagram.

Day 14- Students will review information on the six regions using a teacher created game. (Jeopardy, Bingo, etc...)

Day 15- Students will complete the test.