

## UNIT 6

<b>Course:</b> Language Arts/Science/SEL	<b>Grade Level:</b> 3rd Grade
<b>Unit Title:</b> Climate and Weather Patterns	<b>Length of Unit:</b> Until the end of the third trimester - Approximately 6 weeks
<p><b>Unit Summary:</b> Students are able to organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards. Students will use a variety of reading strategies in a wide range of text in order to examine the author's point of view. Students will use the writing process to write an opinion piece that supports a point of view on a topic or text with strong reasons.</p> <p><b>SEL</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify and evaluate academic and behavioral goals and apply the steps of responsible decision making.</p>	
<b>Stage 1- Desired Results</b>	
<p><b>STANDARDS</b></p> <p><b>Priority:</b> <b>Science:</b> 3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p><b>Language Arts:</b> RL/RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.</p>	<b>Transfer</b>
	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>TG1: Analyze the connection between climate and weather patterns in different regions of the world and critique design solutions meant to reduce the impacts of a weather-related hazard.</b></p> <p><b>TG2: Read a wide range of texts, distinguishing a point of view different from the narrator, characters, or author, and explain how patterns in text structure create logical connections for the reader, drawing on explicit evidence to support this conclusion as well as an understanding of the text as a whole</b></p> <p><b>TG3: Write an opinion piece that supports a point of view on a topic or text with strong reasons.</b></p>
	<b>Meaning</b>

<p><b>RI.3.6:</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>W.3.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>A.</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>B.</b> Provide reasons that support the opinion.</p> <p><b>C.</b> Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p><b>D.</b> Provide a concluding statement or section.</p> <p><b>W.3.7:</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>SEL:</b>  <b>Goal 1:</b> Develop self-awareness and self-management skills to achieve school and life success.</p> <p><b>Goal 2:</b> Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p><b>ENDURING UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <p><b>EU1:</b> A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. <i>(Cause and effect relationships are routinely identified, tested, and used to explain change.)</i></p> <p><b>EU2:</b> The reader's viewpoint can differ from that of the narrator/speaker or character who is telling the story.</p> <p><b>EU3:</b> An author's focus/point of view may differ from that of the reader; good readers recognize that their own point of view can differ from that of the author.</p> <p><b>EU4:</b> Good readers will recognize the patterns used by authors to make connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect).</p> <p><b>EU5:</b> Effective writers know their reasons are convincing when others are persuaded to take action on an issue or change their way of thinking.</p> <p><b>EU6:</b> A responsible decision-maker is someone who considers alternatives and makes thoughtful decisions; awareness of</p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> How can the impact of weather-related hazards be reduced?</p> <p><b>EQ2:</b> How is my point of view the same as or different from any characters in the text? (RL.6)</p> <p><b>EQ3:</b> How is my point of view the same as or different from the text? (RI.6)</p> <p><b>EQ4:</b> How does the way in which a text is organized support the author's purpose for the text? <i>How does the way in which a text is organized help me make sense of what I am reading?</i> How does the text structure help me understand the text? (RI.8)</p> <p><b>EQ5:</b> How will I know if I have convinced others that my opinion is valid? (W.1)</p> <p><b>EQ6:</b> What makes someone a responsible decision-maker? (SEL)</p>
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<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	thoughts and feelings (our own and those of others) contributes to responsible decision-making.	
<b>Supporting:</b> Science: 3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.  3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.  Language Arts: 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.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.  W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>Acquisition</b>	
	<i>Students will know...</i>  <b>K1:</b> <a href="#">Academic Vocabulary</a>  <b>Science</b> <b>K2:</b> Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next  <b>K3:</b> Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones) ( <i>Science affects everyday life.</i> )  <b>Language Arts/Digital Literacy</b> <b>K4:</b> Reading strategies  <b>K5:</b> Point of view  <b>K6:</b> The elements and structure of opinion writing  <b>K7:</b> The writing process  <b>K8:</b> How to be a responsible digital citizen	<a href="#">Year-Long English/Spanish “I can” statements</a> <i>Students will be skilled at...</i>  <b>Science</b> <b>S1:</b> I can obtain and combine information from books and other reliable media to explain phenomena.  <b>S2:</b> I can make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.  <b>Language Arts/Digital Literacy</b> <b>S3:</b> I can identify the point of view of the narrator or characters in the text and distinguish it from my own point of view. (RL/RI.6)  <b>S4:</b> I can follow the connections in a text and determine how particular sentences that hold key details to the meaning of the text connect to paragraphs in the text. (RI.8)  <b>S5:</b> I can write an opinion piece supporting a point of view on a topic or text. <ul style="list-style-type: none"> <li>• I can state the opinion about the topic</li> </ul>

	<b>SEL</b> <b>K9:</b> Steps of decision-making	<p>or text and provide a list of strong reasons to support the opinion.</p> <ul style="list-style-type: none"><li>• I can create an organizational structure (e.g. chronology, compare/contrast, cause/effect, problem/solution) to introduce my topic and opinion.</li><li>• I can write an opinion piece with an introduction, transition words, supporting reasons, and a concluding statement/section. (W.1)</li></ul> <p><b>S6:</b> I can conduct short research projects. (W.7)</p> <p><b>S7:</b> I can recognize that people have various viewpoints. (Info/Dig Lit Goal 1)</p> <p><b>SEL</b> <b>S8:</b> I can identify and evaluate my academic and behavioral goals</p> <p><b>S9:</b> I can identify and apply the steps of decision-making.</p>