

Collaborative Unit Planning Sheet

Endangered Species in North Carolina's Three Regions

Teacher or Team: Ann Bryan, 4th Grade Teacher

Library Media Specialist: Caryn Levy

Content Area: Social Studies, Science, LA, Math

Unit of Study: Endangered Species in North Carolina's Three Regions

Unit planning began (date): Sept. Unit ended (date): ongoing

Overview of Lessons/Unit:

Students will research and learn about the various endangered species around the state. Students will be split into three groups (for the three regions) and will complete their research, data forms, and final presentations while working with one other person in their group. Students will complete their studies by presenting their information in one of three ways: creating a commercial using storyboards and video cameras; an Animoto or Photostory presentation explaining the plight and future of their animal; or journal entries as a scientist about the observations of their animal, including pictures, photographs, and written or typed articles. These will be presented to the class and their parents.

Common Core and Essential Standards:

SS 4.G.1 Understand how human, environmental and technological factors affect the growth and development of North Carolina.

4.G.1.2 Explain the impact that human activity has on the availability of natural resources in North Carolina.

Sci 4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.

4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.

4.L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the environment.

4.L.1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).

Language Arts:

LA 4.RIT.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- 4.RIT.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Mathematics: Represent and interpret data.

Informational Literacy Skills:

- 4.SI.1 Apply criteria to determine appropriate information resources for specific topics and purposes.
- 4.SI.1.2 Use relevant sources of information for an assigned task
- 4.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.
- 4.TT.1.1 Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).
- 4.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).
- 4.TT.1.3 Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).
- 4.RP.1 Apply a research process as part of collaborative research.
- 4.RP.1.1 Implement a research process by collaborating effectively with other students.

Integrated Technologies: Internet websites (collected by Library Media Specialist and Classroom Teacher)

Software: Kidspiration and Graph Club

How Will we Assess Learning?

Each group will be given a rubric that shows standards and expectations for their research, writing development, and technology project.

Proposed Learning Activities and Products:

(T, LMS) An overview of endangered animals that are in North Carolina will be discussed. Students will discuss the different causes of why these animals are in danger and how we as caretakers of the environment can help prevent extinction. Print and non-print resources will be available during this discuss for students to create their own opinions and facilitate their learning.

(A) Students will be grouped by regions of North Carolina and each group will have partners who will work closely together to collect data and facts about an animal of their choosing that lives in their region. In many cases, data can be collected by finding information on their animal sightings, the growing or diminishing population as per the National Park Service or Wildlife Management's own studies of their animals, and reasons why their animals are losing their habitat. This data can be transferred using software, such as Graph Club, to help with ease of interpreting research findings.

Students will also be responsible for researching their animal's needs, habitats, adaptations, and other important information by using the Big6 research model. The LMS will help with this by reviewing the Big6, collecting print and non-print information which will include state and national animal management resources, and helping students with any software needed to complete their data presentation. The classroom teacher will allow for time to be used for this project whether in the Library Media Center or in the classroom. The classroom teacher will also help advise students on their writing with lessons on informative texts. Both teachers will help students collect their facts and information and assist in the use of a storyboard to organize their presentation. The use of the local Nature Center and other local organizations may be able to assist the students during invited visits to our school, if possible.

(S) Students will choose one way to present their results:

1. Create a commercial that helps people understand the plight of their animal and how these animals can be helped.
2. Develop an Animoto video or Photostory presentation that would promote their animal's needs and survival.
3. Role play as a scientist learning about their animal and create an online or written journal, including observations based on facts learned, hand drawn pictures of the animal (including diagrams) and its environment, and journal articles that have been located in their research that have played a part in helping with this animal's future.

Students will use all their research and data to complete their presentation within three weeks to be shown to the rest of the class and parents.

(T=Teacher, LMS=Library Media Specialist, S=Student, A=All)