

Regions of Georgia

Teacher: Blake Liphtratt

Grade Level: 3

Content Area: Science/Language Arts

Topic: Characteristics of the geographic regions of Georgia

Standards:

Life Science 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.

Writing

ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.

Scenario:

A third grade class is approaching the end of a science unit on Georgia’s geographic regions. They have read various texts, watched videos, and participated in discussions about the plants, animals, and habitats found across Georgia. As a culminating activity, the teacher and media specialist will guide students in creating artifacts of learning the different characteristics of Georgia’s regions.

Overview:

Students will choose one region of Georgia to be the focus of their project. They will plan, produce, and present a product to their peers that may include a digital slideshow, brochure, poster, diagram, or another format of the student’s choice.

The teacher will provide students with a handout to to plan and monitor their progress. The student will set a goal and make a plan to achieve that goal by using the following prompts:

My Goal What do I hope to achieve? What will my project look like?	
My Plan How will I achieve my goal? What resources will I use? What problems might I have? Create a checklist. Mark off the items on your checklist as you complete them.	
Ongoing Questions	

As you complete your project, record your questions here. Record how you found the answer. What did someone else show you? Did you find the answer yourself?	
Reflection Am I happy with my project? Why or why not? What could I have done differently? How will I improve next time?	

Depending on the nature of student's projects, students might be in the media center creating a Powerpoint with information from the online library database, or they may be in the classroom creating posters with textbook resources. Regardless, both the teacher and media specialist will be available to assist students through the creation of their project. Students will present their product to the class at the end of the unit.

Student Rubric

My Region:

I have at least two animal facts.	Yes	No
I have at least two plant facts.	Yes	No
I have at least two habitat facts.	Yes	No
My facts have pictures or drawings.	Yes	No
I explained why I chose this region.	Yes	No

Teacher Rubric

Proficient - Student set a goal, made a plan, actively sought answers to questions, presented their findings to the class, and wrote a reflection of their process. All five prompts to student rubric selected "yes".

Developing - Student set a goal and made a plan, but could have sought help to answer avoidable errors. They presented their findings to their peers and wrote a reflection of their process. Four out of five prompts on student rubric selected "yes".

Incomplete - Student may have set a goal but many or most parts of assignment are missing. Student did not make proper use of time and/or failed to follow prompts and/or failed to implement suggestions from teachers.