

Unit Plan

Unit Author

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School Name	Texas A&M University
School City, State	Corpus Christi, TX
Service Site	Galvan Elementary

Unit Overview
Unit Title
Disasters Impacting the Community

Unit Summary
This unit will cover how disasters cause change, how natural disasters affect our world, and how disasters have changed history. Students will learn about how organisms undergo life changes to help them survive, how the earth is constantly changing, how scarcity impacts a community, and much more. Students will use science, social studies, reading, technology, and fine arts to learn about this topic. It can be expanded into much more than this and more topics will be added. Activities in these subject areas will help students better understand the content.

Subject Area
Science, social studies, reading, technology, fine arts will be addressed in this unit plan.

Grade Level
3rd grade

Approximate Time Needed [S1]
8 45-minute class periods for 6 weeks over 3 months.

[\[S1\]](#) Give your best estimate; all can be revised as you progress throughout the course

Unit Foundation
Targeted Content Standards and Benchmarks
§110.14. English Language Arts and Reading, Grade 3 (8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events; (9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. §112.14. Science, Grade 3 (7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to: (B) investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides. (9) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to: (B) identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field. (C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations. (10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to: (B) explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food. §113.14. Social Studies, Grade 3 (7) Economics. The student understands the concept of the free enterprise system. The student is expected to: (A) define and identify examples of scarcity. (B) explain the impact of scarcity on the production, distribution, and consumption of goods and services. §117.11. Art, Grade 3

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

- (A) create artworks based on personal observations and experiences;
- (C) produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.

§126.7. Technology Applications, Grades 3-5

(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:

- (C) use virtual environments to explore systems and issues;

(3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:

- (B) collect and organize information from a variety of formats, including text, audio, video, and graphics;

Student Objectives/Learning Outcomes

Students will discover how communities and environments are affected because of disaster. Students will learn how people and organisms survive throughout difficulties.

	Curriculum-Framing Questions	
	Essential Question	How do disasters impact communities?
	Unit Questions	-How do disasters cause change? -How do natural disasters affect our world? -How have disasters changed history?

Assessment Plan

Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	

Assessment Summary

Describe the assessments that your students use to gauge needs, set goals, monitor progress, provide feedback, assess thinking and processes, and reflect on learning through the learning cycle. These may include graphic organizers, journal prompts, anecdotal notes, checklists, conferences, questioning and rubrics.

Unit Details Prerequisite Skills : *Conceptual knowledge and technical skills that students must have before they begin this unit.*

Instructional Procedures: **A clear picture of the instructional cycle.**

Accommodations for Differentiated Instruction

Resource Student	
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Non-Native English Speaker	
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Gifted Student	
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Materials and Resources Required For Unit
Technology – Hardware (Click boxes of all equipment needed)

☐ Camera ☐ Computer(s) ☐ Digital Camera ☐ DVD Player ☐ Internet Connection	☐ Laser Disk ☐ Printer ☐ Projection System ☐ Scanner ☐ Television	☐ VCR ☐ Video Camera ☐ Video Conferencing ☐ Equip. ☐ Other
Technology – Software (Click boxes of all software needed.)		
☐ Database/Spreadsheet ☐ Desktop Publishing ☐ E-mail Software ☐ Encyclopedia on CD-ROM	☐ Image Processing ☐ Internet Web Browser ☐ Multimedia	☐ Web Page Development ☐ Word Processing ☐ Other

Printed Materials	
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Supplies	
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Internet Resources	
Other Resources	