FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for STEM – Intermediate

Unit 2	Welcome Home, Bear
Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?	For any particular environment, some organisms can survive well, some survive less well, and some cannot survive at all. Climate, food source, shelter, water availability, and an organism's adaptations can affect its ability to flourish in a habitat. Through the use of technology, students will make a claim supported by scientific reasoning about how their bear would survive in a different habitat. This argument will be written in the form of a journal entry written by the perspective of the bear. To showcase Bear's survival, students will create an animation depicting Bear in this habitat and add the animated GIF to their journal entry.
Essential Questions What questions will provoke and sustain student engagement while focusing learning?	What can affect an organism's ability to survive? How can climate play a factor in where an organism may live? What adaptations make an animal survive well, survive less well, or not survive at all in particular habitats? How could we demonstrate our learning through animation? How would Bear feel during a visit to a different habitat?
Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?	**3-LS4-3 Biological Evolution: Unity and Diversity** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?	ISTE 1d, 3d, 4abcd KAS Tech Standards: 1.16, 3.3, 5.1, 5.2, 6.3
Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?	Habitat Climate Frames Animation Adaptation Survival Export Adapt GIF
Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?	ELA/Literacy — RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-3) RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-3) RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS4-3) W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-3) W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-3) SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an

	understandable pace. (3-LS4-3) COMPOSITION 3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences (C.3.4 C.3.3) Mathematics — MP.2 Reason abstractly and quantitatively. (3-LS4-3) 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. (3-LS4-3) Crosscutting Concepts- Cause and Effect
Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?	Animation Rubric
Instructional Strategies and Other Resources	Overview Video for Teachers Google Slides Activities This activity will require access to a program that is provided by the district for this unit. Please contact Ashley Faulkner (ashley.faulkner@fayette.kyschools.us) or Josh Rayburn (josh.rayburn@fayette.kyschools.us) to set up the program for your students.

*__**Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the== Curriculum Platform.==__*