



University of South Carolina Aiken
 471 University Parkway
 Aiken, South Carolina 29801
 803-641-3313
<http://rpsec.usca.edu/CE-MIST/>

Unit Plan Overview for Interdisciplinary Traveling Trunk

Title of Unit: Landform Regions Grade Level: 8 Duration: 2-3 weeks

Developed by: Kanelia Cannon, Erria Daniels, Kimberly Fontanez, Jeni Lambert, Sandy Watts

Aiken Writing Project Summer Institute Teacher/Consultant: Kanelia Cannon

South Carolina Academic Standards for two or more content areas:

ELA (CCSS) RL.1, RL.2, RL.3, RL.4, RI.7 W.2, W.4, W.6, W.7, W.8, W.9, W.10 L.1, L.2, L.3, L.4, L.5, L.6	Math (CCSS) 8.NS.1,2 8.EE.1,.2,.3,.4	Science 8-1 (8-1.3, 8-1.6) 8-3 (8-3.6, 8-3.7)	Social Studies 8.1.3
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Class Novel (30 copies)	Clarendon Island by Jane P. Hill (ELA) Hottest Coldest, Highest, Deepest by Steve Jenkins (Math)			
Text Set	<i>Clover</i> by Dori Sanders (4 copies) What is the Theory of Plate Tectonics? by Craig Saunders Bodies from the Ash: Life and Death in Ancient Pompeii by James Dean Reflections of South Carolina by Robert C Clark Conserve a Legacy: Natural Lands and Waters in South Carolina by Thomas Wyche P is for Palmetto by Carol Crane			
Essential Questions	<ul style="list-style-type: none"> • Where do connections to our past, present, and future lie? • How did landform regions of South Carolina affect the historical development of the state? • What do geologists know about how Earth's features were formed? 			
Vocabulary	Math Integers Rational numbers Irrational numbers Comparative magnitude	Science Boundary Stress Fault Geologic time Plate tectonics Fault block	Social Studies Region Savannah Marshland Swamp Coastal	Art Watercolor Landscape Pigment Vehicle Binder Gouache Neutral color Value Tint Shade

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Vocabulary: ELA	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">expanse</td> <td style="width: 25%;">conjugate</td> <td style="width: 25%;">incompetence</td> <td style="width: 25%;">Emancipation</td> </tr> <tr> <td>rheumatism</td> <td>Protestant</td> <td>Persecution</td> <td>confiscated</td> </tr> <tr> <td>Huguenots</td> <td>saber</td> <td>colleagues</td> <td>adequate</td> </tr> <tr> <td>obscure</td> <td>superstitious</td> <td>malicious</td> <td>astonished</td> </tr> <tr> <td>acquainted</td> <td>mash</td> <td>adjacent</td> <td>intimidate</td> </tr> <tr> <td>trepidation</td> <td>collateral</td> <td>broach</td> <td>exploit</td> </tr> <tr> <td>disenchanted</td> <td>treachery</td> <td>cutlass</td> <td>commiserate</td> </tr> <tr> <td>anonymous</td> <td>deceive</td> <td>figurative lang.</td> <td>imagery</td> </tr> <tr> <td>perturbed</td> <td>adversely</td> <td>ensuing</td> <td>ether</td> </tr> <tr> <td>derisively</td> <td>audacity</td> <td>levitating</td> <td>disengage</td> </tr> <tr> <td>precarious</td> <td>commotion</td> <td>astonishment</td> <td>disreputable</td> </tr> <tr> <td>idleness</td> <td>inconceivable</td> <td>contrite</td> <td>inept</td> </tr> <tr> <td>concoction</td> <td>trepidation</td> <td>decrepit</td> <td>cheroot</td> </tr> <tr> <td>self-effacing</td> <td>perplex</td> <td>elaborate</td> <td>lament</td> </tr> <tr> <td>exuberance</td> <td>quandary</td> <td>incarceration</td> <td>evade</td> </tr> <tr> <td>squalid</td> <td>incredulously</td> <td>imposing</td> <td>prominent</td> </tr> <tr> <td>engrossed</td> <td>perused</td> <td>excavator</td> <td>birdshot</td> </tr> </table>	expanse	conjugate	incompetence	Emancipation	rheumatism	Protestant	Persecution	confiscated	Huguenots	saber	colleagues	adequate	obscure	superstitious	malicious	astonished	acquainted	mash	adjacent	intimidate	trepidation	collateral	broach	exploit	disenchanted	treachery	cutlass	commiserate	anonymous	deceive	figurative lang.	imagery	perturbed	adversely	ensuing	ether	derisively	audacity	levitating	disengage	precarious	commotion	astonishment	disreputable	idleness	inconceivable	contrite	inept	concoction	trepidation	decrepit	cheroot	self-effacing	perplex	elaborate	lament	exuberance	quandary	incarceration	evade	squalid	incredulously	imposing	prominent	engrossed	perused	excavator	birdshot
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Materials	<p>Tectonic Sandbox Kit gravel sand brown sugar rigatoni noodles peat moss pizza boxes computers pencils White copy paper poster board blue const. paper green const. paper watercolors paintbrushes dry tempera cups water glue</p>																																																																				
Activities	<p>Science:</p> <ul style="list-style-type: none"> • After being read, <i>What is the Theory of Plate Tectonics?</i>, students will summarize the main idea. • Students will watch geologic time unfold in the classroom as they view the Tectonic Sandbox demonstration. They will record observations in their Learners Log. • After listening to the read aloud from <i>Bodies from the Ash: Life and Death in Ancient Pompeii</i>, students will write an account from the perspective of one of the bodies. 																																																																				

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- Students will research a famous landform and create a brochure that exemplifies the type of landform, boundary, stress, fault, location, five interesting facts, and a summary of why geologist should visit the landform.

Math:

- Students will read *Hottest Coldest, Highest, Deepest* by Steve Jenkins.
- Students will research twenty land elevations or landmarks within SC, writing each as an integer.
- Students will pinpoint each land elevation they find on a map.
- Students will choose a high (positive integer) and low (negative integer) elevation within SC and compare them by multiplying or dividing rational numbers.
- Students will write a description of the high and low elevation points they chose. They will include which landform region each is located within and various facts about each point.
- Students will create a display of their research and present it to the class.

Social Studies:

- Students will create a model of the landform regions of SC inside of a pizza box.
- After creating their landform region model, students will participate in a webquest on the Landforms of South Carolina.
- Students will research one of the landform regions of South Carolina on the internet and take notes on the characteristics, information on how your region was formed, places of interest, and the development of this regions history.
- Students will develop a 20 slide PowerPoint presentation on the landform regions of South Carolina.
- Students will choose one of the following to add to their PowerPoint.
 - Create a poem or story about one of the SC landforms. Include it, with accompanying graphics, in the PowerPoint.
 - Create a voice over for each slide. Every person in the group must speak at some point in the presentation.
 - Research whether constructive forces, destructive forces, or both forces created each of these landforms. Develop PowerPoint slides that explain how you know this.

English:

- Students will analyze the relationship among character and plot.
- Students will build their vocabulary using a variety of strategies.
- Students will carry out research in the areas of science and social studies (SC History) to enhance reading and understanding.
- Students will create responses to literary and informational texts through a variety of methods.
- Students will create multiple paragraph compositions.

Art:

- Students will create a watercolor landscape incorporating the four types of mountains.
- Students will compare and contrast the characteristics of artworks from various cultures and historical periods.

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	<ul style="list-style-type: none"> • Students will write a critique about their project. • Students will be tested on South Carolina facts and art vocabulary.
<p>Pre-Writing and Writing Activities</p>	<p>Pre- Writing:</p> <ul style="list-style-type: none"> • Students will research the landforms, wildlife, plants, culture of Clarendon County and Charleston, South Carolina. Students will use the information they collect to create a word cloud (Wordle, Tagxedo) that emphasizes the most important concepts information. (ELA) <p>Writing:</p> <ul style="list-style-type: none"> • After viewing the Tectonic Sandbox student will write observations in Learner's Log. • After listening to the read aloud from <i>Bodies from the Ash: Life and Death in Ancient Pompeii</i>, students will write an account from the perspective of one of the bodies. • Students will create a brochure and a summary of why geologist should visit a particular landform. • Students will write a description of high and low elevation points for a particular landform region. • Students will write while creating their PowerPoint presentations. • Students will write a critique about their art project. • There are several writing/research project embedded within the <i>Clarendon Island</i> ELA unit. There is also a constructed response incorporated into the final exam.
<p>Accommodations/ Differentiating Instruction</p>	<p>Multi-sensory activities address visual auditory, artistic and kinesthetic modalities. Students will work collaboratively on several projects. Open-ended assignments provide flexibility. A variety of leveled books are provided.</p>

Attached: Daily Lesson Plans