1. What is our purpose?

1a) To inquire into the following:

• transdisciplinary theme

Title: Sharing the Planet (Conservation)

central idea

new - Environment and society's survival depend on human actions.

old -Human choices regarding resources impact our environment and society's survivability.

Class/grade: 5th grade Age group: 10-11

School: Willard Elementary School code: 7202

Title: Sharing the Planet (Conservation) (Not Taught - Due to Exhibition)

Teacher(s): Salgado, Rosales, Mayer

Date: 11/10/ - 12/18/

Proposed duration: number of hours 100 over number of weeks: 6

1b) Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Proiect

Student individually or in groups of three or less will choose an environmental issue where man has degraded an environmental area or resource.

They will

State the environmental problem

Name the sustainable resource it impacted

Research how the problem developed

State how the problem has affected human or animal life

Look for solutions for the environmental issue

Create an action plan related to their environmental issue

They will orally present their projects using a visual aide Their presentations will include all of the above criteria.

The teacher will assess student's ability to: choose an issue of environmental significance, gather and synthesize information, take personal action, and convey information to others in a persuasive way.

Through the completion of this unit, the teacher will expect students to:

have an understanding of environmental issues

know that the world shares a limited amount of resources

understand that there are benefits and drawbacks with the advances of technology modify and change their behavior with respect to the environment.

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

What lines of inquiry will define the scope of the inquiry into the central idea?

• Key concepts: Causation, Change, Responsibility
Related concepts: conservation, interdependence
What lines of inquiry will define the scope of the inquiry into the central idea?

Renewable and non-renewable resources Environmental and pollution issues Ways to protect/restore the environment

What teacher questions/provocations will drive these inquiries?

- 1. What do people need to survive?
- 2. What are renewable and non-renewable resources?
- 3. How has man harmed the environment?
- 4. How can we protect and restore the environment?

Provocations

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- 1. Classroom discussion/simulation "How to survive in Wal-Mart?"
- 2. Generate a list of things needed in order to survive. (Food, clean water, shelter, clothing, fire, ...etc)
- 3. Determine the differences between needs and wants and write a classroom definition.
- L. Class brainstorms various environmental problems related to each of the basic needs.
- Students/teacher will watch videos, read books, use the internet to become more aware of humans reliance on resources as well as learn the impact of their choices on the environment.
- 6. Project: Exhibition Student individually or in groups of three or less will choose an environmental issue where man has degraded an environmental area or resource. They will: state the environmental problem, name the sustainable resource it impacted, generate a guiding question, create supporting questions in order to answer the guiding question, create a hypothesis for their guiding questions, research how the problem developed, state how the problem has affected human or animal life, look for solutions for the environmental issue, include a conclusion summarizing their findings and reflecting on their hypothesis, create an action plan related to their environmental issue.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Research skills: Formulating questions, planning, collecting data, recording, organizing, interpreting, and presenting data as students conduct their research project.

Self-management: organization, time management, codes of behavior, and informed choices as students work together, use time efficiently and develop appropriate action plans related to their environmental issue.

Communication skill: reading, writing, viewing, and presenting as students research and present their environmental issue.

Thinking: Comprehension, application, analysis, synthesis and evaluation, metacognition

Attitudes: Integrity Profile: Principled

Students will demonstrate these learner profiles and attitudes as they learn to appreciate the environment and research/ present environmental projects.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry