CVUSD's Unit Planning Organizer

Subject Grade	ELA 6
Unit Title	Unit 2: Inquiring Minds
Length of Unit (Include days and minutes per day)	30 days (4 days buffer), 90 minutes per day
Overview of Unit	Students will cite textual evidence and supporting details in order to write an argumentative essay on an environmental issue. Additionally, students will research an environmental organization and orally present their BioCube to the class. Students will learn validity, credibility, and research skills and share their artifacts in a gallery walk.

Priority Common Core State Standards *Priority Standards are the standards around which supporting standards are organized	Reading Foundations Standard (For Grades K-5 only)
RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not **W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. 　　**W.6.9.b.:** Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). **SL.6.4:** Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** 　　**SL.6.4a**.: Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. **CA**	
Supporting Standards *Supporting Standards are intricately woven through each of the performance tasks of the unit	**ELD Standards**

RI.6.3.: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**I.A.3** **I.B.6-7** **I.C.9-12** **II. A.1** **II.C.6-7**
RI.6.5.: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **RI.6.5.a.:** Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA	I.A.3 1.A.1 I.B.6

W.6.1.: Write arguments to support claims with clear reasons and relevant evidence.
    W.6.1.c.: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
    W.6.1.e.: Provide a concluding statement or section that follows from the argument presented.
	I.B.8
	I.C.6-7
	I.C.9-11
	II.A.1-2

W.6.8.: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
L.6.2.: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.6.2.b.:** Spell correctly.	
L.6.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. **L.6.4.c.:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
L.6.6.: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
SL.6.5.: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

"Unwrapped" Concepts (Students need to know)	"Unwrapped" Skills (Students need to be able to do)	Bloom's Taxonomy Levels of Cognitive Rigor	Webb's Depth of Knowledge
RI.6.1: • Text Evidence • Of what the text says explicitly • Inferences drawn from text	Cite Analyze Infer	Level 4: Analyze	Level 3: Strategic Thinking/ Reason
RI.6.8: • The argument and specific claims in the text • Claims that are supported by reasons and evidence and those that are not	Trace Evaluate Distinguish	Level 5: Evaluate	Level 4: Extended Thinking
W.6.9.b: • Evidence from literary nonfiction text • Analysis, reflection and research of text	Draw Support	Level 2: Understand	Level 2: Skills and Concepts
SL.6.4.a: • Claims and findings sequencing ideas logically • Pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes • Appropriate eye contact, adequate volume, and clear pronunciation • Informative/explanatory presentation	Present Use Plan Deliver	Level 2: Understand	Level 4: Extended Thinking

Essential Questions	Corresponding Big Ideas
Why is it necessary to include textual evidence when analyzing text? (RI.6.1)	To accurately convey the author's intent, it is essential to cite evidence from the text. (RI.6.1)
How do you evaluate the argument and specific claims in a text? (RI.6.8)	Strong arguments are supported by clear evidence from a credible source. (RI.6.8)
Why are arguments and claims in a text evaluated? (W.6.9.b)	Arguments and claims are evaluated to determine the validity of an argument within literary or informational texts. (W.6.9.b)

Unit Vocabulary Words	
Academic Cross-Curricular Words	**Content/Domain Specific Vocabulary**
- Argument - Bibliography - Cite - Claim - Environment - Evidence - Non-Fiction - Reasons - Reference Materials – encyclopedia, thesaurus - Research	- Claims - Inference - Non-verbal elements - Sequence - Text

- Significance

- Sources - Print source, internet sources

Resources for Vocabulary Development (Include at least one resource for English Learner)
Word Detective Graphic Organizer • Own the Word Vocabulary Organizer

Unit Formative Assessments of Priority Standards (Embed Documents)	
Pre-Assessment	**Post-Assessment**
Unit 2 Pre Test You will need to log into Illuminate to print out answer bubble sheets and student copy of test.	Unit 2 Post Test You will need to log into Illuminate to print out answer bubble sheets and student copy of test.
Pre-Assessment Rubrics and Answer Keys	**Post-Assessment Rubrics and Answer Keys**
Unit 2 Pre Test Teacher Booklet	Unit 2 Post Test Teacher Booklet

Overview of the Culminating Learning Experience (Situation, challenge, role, audience, product or performance)		
Describe the Culminating Learning Experience for this unit of study: Students will present their completed environmental artifacts to the school, class, chosen grade-level, and/or parents in a gallery walk		**Suggested Length of Time** 1 day, 90 minutes
Synopsis of Performance Tasks		
Authentic Performance Tasks	**Description**	**Suggested Length of Time** **(Include days and minutes per day)**

Task 1: Critical Thinking	Students complete a graphic organizer in which they cite textual evidence and supporting details and use that information to write an argumentative paragraph.	3 days, 90 minutes per day
Task 2: Creativity Critical Thinking	Students write a five-paragraph argumentative essay on an environmental issue using three sources. They state a claim and support the claim with citations from the texts.	15 days, 90 minutes per day
Task 3: Creativity Technology	Students use at least three references to research an organization that supports an environmental issue and create a BioCube.	5 days, 90 minutes per day
Task 4: Collaboration Creativity Technology	Students use valid evidence that they have collected to create a display. The information may be displayed as a podcast, letter to an official, advertisement, or public service announcement. The finished project should include the environmental claim and be supported by textual evidence.	6 days, 90 minutes per day

PERFORMANCE TASK 1

Title of Authentic Performance Task 1	State the Case	**Length:** 3 days, 90 minutes per day
Standards Addressed in Authentic Performance Task 1	**Priority Standards for Task 1:** **RI.6.1.:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	

	Supporting Standards for Task 1: **L.6.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Detailed Description of Authentic Performance Task 1	**Performance Task:** Students complete a graphic organizer in which they cite textual evidence and supporting details and use that information to write an argumentative paragraph. **Suggested Teaching and Learning Sequence:** • Read the text. (L.6.6) ○ Assign the reading "As Good as Gold". *You will only need to read pages 2-5 of the article*. • Teach how to state a claim and cite textual evidence using one of the three topics in the article. Model how to complete a graphic organizer. (RI.6.1, RI.6.8) ○ The resources "Citing Textual Evidence Organizer", "Citing Textual Evidence Organizer 2" and "Citing Evidence Batons" have been provided. ○ "Citing Textual Evidence Video" resource has been provided for the teacher to teach how to cite textual evidence. • Teach how to take information from the graphic organizer and write an argumentative paragraph. (W.6.9) ○ Resource provided • Using textual evidence and academic language, students use one of the remaining two topics from the article to complete a graphic organizer and write an argumentative paragraph. The paragraph must state the claim and cite textual evidence to support the claim. (W.6.9) ○ Students conference with a peer, with the same topic, to discuss their graphic organizers ensuring that claims and evidence align.	**Bloom's Taxonomy Levels**	**Webb's DOK**
		Evaluate	Level 3 – Strategic Thinking/ Reasoning
		Rubric for Authentic Performance Task 1 (Embed Document)	
		[Graphic Organizer Rubric](#)	

Response to Instruction and Intervention			
Instructional Strategies (Minimum of 3)	**Differentiated Strategies for Intervention (Minimum of 6)**	**Differentiation Strategies for Enrichment (Minimum of 3)**	**Interdisciplinary Connections**

Reading for Meaning – Prior to reading, students will activate prior knowledge by brainstorming what they know about California's resources. While the students read the text, their prior knowledge should assist with comprehension of the article.

Explicit Teaching – Explain and model how to state one claim that can be supported with textual evidence. Groups work together to find another claim that can be supported with textual evidence. In order to check for understanding, students share their findings.

Discussion – Students will use Discussion within their groups to confirm the claims within the text and come to a consensus on the evidence that supports the claim. | EL
  1. Graphic Organizer
  2. Think-Pair-Share

SPED
  1. Provide additional guided practice. Use HM *Dinosaur Ghosts* and repeat teaching strategies.
  2. Think-Pair-Share

Intensive
  1. Gateways
  2. Give paragraph frame | Multiple Perspectives: develops students' critical thinking skills through reading and interacting applying multiple-perspectives toward texts. Students analyze selected texts, using metacognitive strategies such as visualizing, synthesizing, and making connections, to learn about multiple points of view.

Analyze the texts by looking at the Details and Patterns in order to formulate the big idea Be able to support your conclusion with textual evidence.

Look for Parallels and convergences with in the article, and share in a small group. | Theories of flight and exploration.

Dinosaurs |
| **Teacher Resources and Materials**
(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) | | **Student Resources and Materials** | |

Textbook References:

Houghton-Mifflin
Dinosaur Ghosts

Other Books: (Optional suggestions for literary fiction)

Hoot by Carl Haaisen
Flight or Fight by Diane Swanson

Audio/Visual Resources:

Citing Textual Evidence Video

Prezi:
Elements of an Argumentative Paragraph Prezi – This is a short Prezi that goes over the elements to include when writing an argumentative paragraph.

Additional Print Sources:

Citing Evidence Organizer • Citing Evidence Organizer 2 • Citing Evidence Batons • As Good as Gold •Elements of an Argumentative Paragraph

Other Resources:

PERFORMANCE TASK 2

Title of Authentic Performance Task 2	Prove the Argument	Length: 15 days, 90 minutes per day

Standards Addressed in Authentic Performance Task 2	**Priority Standards for Task 2:** **RI.6.1.:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.8.:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.6.9.b.:** Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

	Supporting Standards for Task 2:		
	RI.6.5.: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		
	RI.6.5.a.: Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA		
	W.6.1.: Write arguments to support claims with clear reasons and relevant evidence.		
	W.6.1.c.: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		
	W.6.1.e.: Provide a concluding statement or section that follows from the argument presented.		
	W.6.8.: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
	L.6.2.: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	L.6.2.b.: Spell correctly.		
	L.6.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.		
	L.6.4.c.: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
	L.6.6.: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Detailed Description of Authentic Performance Task 2	**Performance Task:** Students write a five-paragraph argumentative essay on an environmental issue using at least three sources. State the claim and support the claim with citations from the texts.	**Bloom's Taxonomy Levels**	**Webb's DOK**
	Suggested Teaching and Learning Sequence:	Create	Level 4 – Extended Thinking

	• Assign an argumentative essay (minimum of five-paragraphs) to students. They	**Rubric for Authentic Performance Task 2 (Embed Document)**

will pick an environmental issue of their choice that includes an introduction, at least three body paragraphs, and a conclusion. (RI.6.1, RI.6.8, W.6.1, W.6.1.c, W.6.8)

- Provide opportunities for peer editing, teacher-student editing, and self-evaluation. (L.6.2, L.6.2.b)
  - Refer to SBAC rubrics for further information. Spelling and use of academic language are included in the rubric.

[Unit 2 Performance Task](#) • [SBAC Argumentative Rubrics](#)

Response to Instruction and Intervention

Instructional Strategies (Minimum of 3)	Differentiated Strategies for Intervention (Minimum of 6)	Differentiation Strategies for Enrichment (Minimum of 3)	Interdisciplinary Connections
Explicit Teaching – Model the various lessons and give the students opportunities to practice in small groups. Graphic Organizer – Students organize the information for the argumentative essay in a graphic organizer prior to writing the rough draft. Discussion – Students will use Discussion within their groups to brainstorm different environmental issues.	EL 1. Shared Writing 2. Graphic Organizer Special Ed 1. Shorten the assignment 2. Sentence Frames Intensive 1. Gateways 2. Shorten the assignment	Provide Multiple Perspectives on the motives and ethics pertaining to the subjects. Share out within small groups. Use primary as well as secondary sources in order to further support your argument paper. Extend your argument paper to create a public service announcement supporting your argument.	**ESS3.C** Human impacts on Earth's systems.

Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)	Student Resources and Materials
Textbook References: Science Textbook	

- Chapter 12: Renewable Energy
- Pg. 54: Mining
- Pg. 375 – 379: Global Warming
- Pg. 462 – 467: Biodiversity

Other Books:

Audio/Visual Resources:

Fact vs Inference Organizer PDF • Fact vs Inference Organizer Powerpoint

Safari Montage: "Alaska's Black Gold" – environmental impact on drilling and consumption of fossil fuels being tied to climate change.

Disney Animated Movie: Wall-e

Prezis:

Text Features Prezi – Slides 1-9 review basic non-fiction text features. A rap song is included in the Prezi on slide 8

Argumentative Essay Prezi – This Prezi has the different elements of an argumentative essay along with an example to show kids (Should people commute with bikes). It also has a topic for kids to research that has to do with the environment. However, it does not go over citing textual evidence.

Bibliography Prezi – This helps kids remember what to record to make a bibliography. It uses a bibme.org to generate bibliographies and the example in the Prezi is APA format. Once on the website as a class, MLA or APA format is available.

Additional Print Sources:

Argumentative Lesson • The Making of a Scientist • Credible Internet Resources • Evaluating Website Credibility • Argument Writing • Text Features Magic Square • Text Feature Crossword Puzzle • Text Feature

CCSS • The Mystery of Stonehenge • Paraphrasing Plagiarism •
Stonehenge Picture • Stonehenge Paraphrase Example • Environmental
Organizer • Citing Evidence Organizer • Citing Evidence Organizer 2

Other Resources:

Nancy Fetzer Argumentative Writing – Refer to pg. 65 – 71 for
Argumentative writing sample

Bibliography Generator

PERFORMANCE TASK 3

Title of Authentic Performance Task 3	People Behind the Case	Length: 5 days, 90 minutes per day
Standards Addressed in Authentic Performance Task 3	**Priority Standards for Task 3:** **RI.6.1.:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

	Supporting Standards for Task 3:		
	RI.6.3.: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
	W.6.8.: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
	L.6.4.: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.		
	L.6.4.c.: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		
	L.6.6.: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
	SL.6.5.: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		
Detailed Description of Authentic Performance Task 3	**Performance Task:** Use at least three references to research an organization that supports an environmental issue and create a BioCube. **Suggested Teaching and Learning Sequence:**	**Bloom's Taxonomy Levels**	**Webb's DOK**
	• Students pick an environmental organization to complete a research project entitled BioCube. ○ A list of 25 environmental organizations is provided in resources.	Apply	Level 2 – Skills and Concepts
	• Before students research independently, teach and discuss different resources	**Rubric for Authentic Performance Task 3 (Embed Document)**	

available to them (internet, books, magazines, newspapers). Students consult reference materials (dictionaries, thesauruses, glossaries, and encyclopedias) to clarify the meaning or pronunciation of unknown words. (RI.6.3, L.6.4, L.6.4.c, L.6.6, W.6.8)

- Use the BioCube planning sheet to gather information about their organization of choice
  - . Refer to resource entitled "BioCube Planning Sheet". These are the components students need to research: (RI.6.1, W.6.8, L.6.4, L.6.4.c)
    - Organization's name, date established or founded, and location
    - Background
    - Purpose
    - Goals
    - Obstacles
    - Important Quote

- Create BioCube using "Cube Creator" in resources. This is an online website where students will be able to create their cube digitally. The link is provided in the resource section entitled "BioCube Generator".
  - Once students open the link, they need to type in their name and click "create your own cube".
  - Have students enter the information from the planning sheet in the appropriate spaces.
  - When students click "Finish", they will publish their BioCube and it will be ready to print. (L.6.6)

- Students will need to assemble their BioCubes.

- Students present their BioCube to the class. Use "Multimedia Oral Presentation Rubric" to help guide presentations. (SL.6.5)

Multimedia Presentation Rubric.p

Multimedia Presentation Rubric

Response to Instruction and Intervention			
Instructional Strategies (Minimum of 3)	**Differentiated Strategies for Intervention (Minimum of 6)**	**Differentiation Strategies for Enrichment (Minimum of 3)**	**Interdisciplinary Connections**
Graphic Organizer – Students organize the information for the Bio Cube in a graphic organizer prior to publishing the cube online.	EL 1. Carousel brainstorming 2. Graphic organizer 3. Work with a partner	On each of one side of your cube, you need to address:	**ESS3.C** Human impacts on Earth's systems.

Indirect Instruction – Research will be conducted using a variety of sources to find information for the environmental agency. Role-Playing – Students will role-play as an employee of the environmental agency.	SPED 1. Graphic organizer 2. Small group instruction 3. Work with a partner Intensive 1. Gateways 2. Work with a partner	The ethical issues surrounding the organization. Analyze the impact and how it translates into society. Research the origins, inspiration of the scientific theory. Pick your choice from the performance task for your other three sides of the cube.	

Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)	Student Resources and Materials
Textbook References: **Other Books:** **Audio/Visual Resources:** **Additional Print Sources:** BioCube Planning Sheet – This worksheet will help when students are recording their research on an environmental organization. **Other Resources:** BioCube Template PDF • Multimedia Presentation Rubric Cube Creator – Website to create BioCube online for kids during computer lab time. List of 25 Environmental Agencies	• Scissors

PERFORMANCE TASK 4

Title of Authentic Performance Task 4	The Case for Validity	**Length:** 6 days, 90 minutes per day

Standards Addressed in Authentic Performance Task 4	**Priority Standards for Task 4:**
	
	RI.6.8.: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	
	W.6.9.: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    W.6.9.b.: Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
	
	SL.6.4.: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA
	    SL.6.4.a.: Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA	

	Supporting Standards for Task 4: **W.6.8.:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **L.6.2.:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.6.2.b.:** Spell correctly. **L.6.6.:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **SL.6.5.:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Detailed Description of Authentic Performance Task 4	**Performance Task:** Students use valid evidence that they collected to create a display. The information may be displayed as a podcast, letter to an official, advertisement, or public service announcement. The finished project should include the environmental claim and supported textual evidence.	**Bloom's Taxonomy Levels**	**Webb's DOK**

	Suggested Teaching and Learning Sequence:
	
	• In resources, refer to "Evaluating Evidence in Non Fiction" lesson plan. (RI.6.8)
	  ○ In the instructional procedure section of the lesson plan, teach "What is valid evidence?" (explicit lesson provided)
	  ○ Students
	    ▪ create a definition of the term "Valid Evidence".
	    ▪ review claims with evidence and determine which is valid.
	    ▪ choose an environmental issue to research and identify valid evidence to support the claim they would like to defend.(W.6.8, W.6.9, W.6.9.b, L.6.6)
	    ▪ pair-share their findings and discuss why they believe the claim is valid or not valid. (SL.6.4)
	
	• Students work on their presentations in groups or independently. (SL.6.4.a., SL.6.5, L.6.2, L.6.2b, L.6.6)
	
	• Students need to submit a project plan for teacher input.
	• After approval, students create their chosen display to be presented during a gallery walk.
		Create	Level 4 – Extended Thinking

		Rubric for Authentic Performance Task 4 (Embed Document)	
		Grading Rubrics	

Response to Instruction and Intervention			
Instructional Strategies (Minimum of 3)	**Differentiated Strategies for Intervention (Minimum of 6)**	**Differentiation Strategies for Enrichment (Minimum of 3)**	**Interdisciplinary Connections**
Cooperative Groups – Students may work in cooperative groups to create the final project. Graphic Organizer - Students utilize the "Citing Evidence Organizer" from Task 2 to identify claims and organize	EL 1. Use a KWL chart to review vocabulary. 2. Use lower Lexile resources to gather information. 3. In small groups make a poster of the information to present to the class. SPED	Think Like a Disciplinarian - Utilize the "Think Like A Disciplinarian" (TLAD) strategy and apply a different Disciplinarian to your content. TLAD allows for the student to develop and deepen both inference skills and will extend student learning. This strategy demonstrates connections to	**ESS3.C** Human impacts on Earth's systems.

| evidence that supports the claims.

Inquiry – Students use inquiry to research an environmental topic. They will research the claim and cite evidence to support the claim. | 1. Use interactive reading guide.
2. In small groups make a poster of the information to present to the class.
Intensive
  1. Gateways | concepts, thinking process, and methodologies across multiple disciplines. See attached TLAD information sheet.

Use additional resources at higher Lexile levels.

Have students present the counter argument within their presentation. | |

Teacher Resources and Materials **(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)**	**Student Resources and Materials**

Textbook References:

Science Textbook
- o Chapter 12: Renewable Energy
- o Pg. 54: Mining
- o Pg. 375 – 379: Global Warming
- o Pg. 462 – 467: Biodiversity

Other Books:

Students can read literary works that deal with environmental issues
- *Hoot* – endangered animals
- *The One and Only Ivan* – animal captivity
- *They Came from Below* – global pollution
- *Mosquito Point* – pesticide use
- *Lost Man's River* – Everglades
- *Blood Sons* – rainforest
- *Flight or Fight* – oil spill
- *The Tarantula in My Purse* – wild animals as pets

Audio/Visual Resources:

Prezi:

Validity and Reliability Prezi – This Prezi goes over the basic foundations students will need to know for validity and reliability. Vocabulary is included along with how to read internet sites.

Validity and Reliability Prezi 2 – This Prezi goes over the terms and includes student interactions based on the Olympic Games.

Validity and Reliability Prezi 3 – This is a three day Prezi with direct instruction, guided practice, and independent practice. It provides reading information along with guiding questions students need to be mindful of.

Additional Print Sources:

Evaluating Evidence in Nonfiction • Research Chart • Valid Evidence Samples

Other Resources:

Identifying Arguments in Non Fiction Lesson

CULMINATING LEARNING EXPERIENCE

Description of Culminating Learning Experience (situation, challenge, role, audience, product or performance)			
Students present their completed environmental performance tasks to the school, class, chosen grade-level, and/or parents in a gallery walk.			
Rubric for Culminating Learning Experience (Embed Document)		**Length**	1 day, 90 minutes per day

Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)	
Suggestions for Improvement	**Student Response**