

Unit 5: How Big Is Your Footprint?

6th Grade Social Studies

11 Class Meetings

Revised June 2021

Essential Questions

- What are the roles and responsibilities of citizens to impact the rate of climate change?
- How are laws enforced and measured to protect people and the environment?

Enduring Understandings with Unit Goals

EU 1: The accelerated rate of recent climate is directly connected to human behavior.

- Argue multiple perspectives regarding the positives and negatives regarding environmental policy enforcement.
- Conclude how human behavior has increased climate change using specific evidence.

EU 2: Incentives and competition increase the likelihood that people follow environmental law, which is easier to enforce locally than globally.

- Argue the value of our local environmental footprint and defend position with evidence from Yale's Environmental Performance Index
- Educate our local city council on solutions-based suggestions for minimizing Southeastern Connecticut's environmental footprint.

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Standards

CT Social Studies Frameworks Standards:

- **GEO 6-7.3** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- **GEO 6-7.8** Evaluate the influence of long-term, human-induced environmental change on conflict and cooperation.
- **INQ 6-8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- **INQ 6-8.16** Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

Common Core State Standards:

- **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. The Rate of Climate Change: Causes and Effects

- Assess how human behavior has influenced the global environment.
- Diagram specific effects that climate change has had in the Arctic.

Vocabulary and Key Terms: *Human behavior, environmental footprint, climate change, cause and effect, climograph, consumer, pollution*

2. Environmental Stewardship, Laws, and The Power of Competition

- Compare multiple policies regarding environmental protection laws in the United States and in Germany.
- Defend their effectiveness in minimizing climate change.
- Evaluate the environmental performances of three countries using different components of the Environmental Performance Index.

Vocabulary and Key Terms: *Environmental performance index, stewardship, competition, policies, environmental protection*

3. Environmental Change Through Local Government

- Determine a local Environmental Performance Index score for New London county by utilizing preparing arguments that use different scoring requirements.
- Prepare a beautiful and well-crafted presentation for the New London City Council that applies components of Yale's Environmental Performance Index.

Vocabulary and Key Terms: *Evidence-based argument, EPI, index scores, regulations, local community*

Interdisciplinary Connection:

Science - Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations.

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Daily Learning Objectives with Do Now Activities

Students will be able to...

- Assess how human behavior and consumption of fossil fuels in China and the United States has influenced the global environment.
- Diagram specific effects that climate change has had in the Arctic through excerpts of the documentary *Chasing Ice*.**
- Critique environmental policies and protection laws in Germany.
- Judge their current effectiveness and compare with that of the United States to justify reasoning with text-specific evidence.
- Evaluate the environmental performances of three countries using different components of the Environmental Performance Index.
- Point out laws that are found in the New London, CT charter and relate key terms from the 2020 Environmental Performance scoring Index.
- Determine a local Environmental Performance Index score for New London county by utilizing preparing arguments that use different scoring requirements.**
- Prepare a beautiful and well-crafted presentation for the New London City Council that applies components of Yale's Environmental Performance Index.**

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Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Academic Discourse
- Paragraph frames and sentence starters
- Student-led instruction
- Workshop Classroom Model
- Teacher modeling
- Tiered Reading
- Student Teacher Critiques
- Think-pair-share and small-group discussions
- Graphic organizers
- Homework
- Anchor charts
- Small group instruction
- Text and video “catch and release” with guiding questions
- Teacher abridged New London charter with focus on NL environmental law.

EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TIPS (Think, ink, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

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Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Exit Tickets
- Vocabulary Quizzes
- Causes and Effects in the Arctic - Guided Questions
- International Laws and Regulations Data Collector
- EPI Scoring Guide Preparation Note Catcher and Rough Drafts
- Student Revision Forms and Feedback

SUMMATIVE ASSESSMENTS:

- Human Behavior and Climate Change - Writing Assignment (EU1)
- Environmental Laws and Regulations Quiz (EU2)
- Unit Task - “City Council EPI Presentation” Writing and Slides

Unit Task

Unit Task Name: “City Council EPI Presentation”

Description: In this unit task, students will craft high quality evidence-based writing that analyzes the impact our local Southeastern CT economy has had on global climate change. (EU1) Students will synthesize our local environmental impact inferring aspects of Yale University’s 2011 Environmental Performance Index, or EPI. (EU2) Students will begin to think of themselves as environmental stewards, and will educate community leaders within the New London City Council on potential action steps New London can take to decrease our negative impact through a high quality Google Slides presentation.

Evaluation: Summative Assessment and Future Rubric in 2021-2022 school year

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Unit Resources

- *Chasing Ice* documentary with Guiding Questions
- Yale University, [“Environmental Performance Index 2020”](#) (*abridged by teacher*)
- EPI student exemplars
- Google Slides Template
- International Laws and Regulations Handout
- [United Nations International Environmental Law](#) Website
- [New London Environmental Laws](#), City of New London Website (*abridged by teacher*)