



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> ● transdisciplinary theme <p>Title: Sharing the Planet (Conservation)</p> <p>central idea</p> <p>new - Environment and society's survival depend on human actions.</p> <p>old -Human choices regarding resources impact our environment and society's survivability.</p>	<p>Class/grade: 5th grade Age group: 10-11</p> <p>School: Willard Elementary School code: 7202</p> <p>Title: Sharing the Planet (Conservation) (Not Taught - Due to Exhibition)</p> <p>Teacher(s): Salgado, Rosales, Mayer</p> <p>Date: 11/10/ – 12/18/</p> <p>Proposed duration: number of hours 100 over number of weeks: 6</p>
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Project: 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</p> <p>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.</p>	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> ● Key concepts: Causation, Change, Responsibility <p>Related concepts: conservation, interdependence</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <p>Renewable and non-renewable resources Environmental and pollution issues Ways to protect/restore the environment</p> <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 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? <p>Provocations</p>

