

Unit 5: How Big Is Your Footprint?

6th Grade Humanities

15 Class Meetings

Revised May 2024

Essential Questions

- How do my decisions impact people and the environment?
- How are laws enforced and measured to protect people and the environment?

Enduring Understandings with Unit Goals

EU 1: All of our purchasing decisions impact the global environment positively or negatively.

- Describe how economic decisions influence environments and the daily lives of people.
- Explain the benefits and the costs of trade policies to individuals, businesses, and society.
- Debate the environmental effects deforestation has on the global society.

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.

EU 3: Becoming an educated and informed citizen locally can create change globally.

- Gather relevant information from credible economic and political sources.
- Educate local, state, and/or national communities on a public platform.
- Prepare solutions-based action steps to include in writing a professionally modeled Op-Ed.

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.
- **ECO 6-7.1** Explain how economic decisions affect the wellbeing of individuals, businesses, and society.
- **ECO 6-7.2** Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
- **ECO 6-7.3** Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- **ECO 6-7.7** Explain the benefits and the costs of trade policies to individuals, businesses, and society.
- **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 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

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- **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.
- **RI 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI 6.3:** Analyze in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in a 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 6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W 6.2:** Write informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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.

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.

2. Environmental 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.

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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: Human behavior, environmental footprint, climate change, cause and effect, consumer, pollution, environmental performance index, stewardship, competition, policies, environmental protection, evidence-based argument, index scores, regulations, local community

Interdisciplinary Connection:

Language Arts

Daily Learning Objectives with Do Now Activities

Students will be able to...

- Diagram supply and demand of cocoa beans from the chocolate belt.
 - *What's your favorite chocolate bar or chocolate candy? Where is it made?*
- Calculate the nutritional facts of chocolate by rating their health benefits and costs.
 - *How much does it cost to make one chocolate bar?*
- Outline the responsibilities of each stakeholder in the global chocolate supply chain from farmers, manufacturers, national and regional businesses, and consumers.
 - *Why is money so powerful?*
- Evaluate the environmental performances of three countries using different components of the Environmental Performance Index.
 - *Whose job is it to protect the environment?*
- Point out laws that are found in the New London, CT charter and relate key terms from the 2020 Environmental Performance scoring Index.
 - *What types of laws does New London have in place that protect the environment?*
- Examine the effects deforestation has on the people and environment of the Amazon Rainforest.
 - *Where does toilet paper come from?*
- Categorize economic decisions in the paper industry that have influenced environments and the daily lives of people throughout modern history.
 - *Why are trees important for our environment?*
- Critique the environmental footprints of different nations caused by paper consumption.
 - *What is an "environmental footprint"?*
- Choose relevant information from credible economic and political sources to analyze the positives and negatives of deforestation in the Amazon from different points of view.**
 - *What is more important for businesses- making products that people want to buy or protecting the environment?*
 - *Is Proctor & Gamble a good or bad company? Explain.*
- Distinguish between actual environmental effects deforestation has on the global society and economic interests in a team policy debate.

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- *Why is it important to understand both sides of an issue before a debate?*
- Support or refute the impact of global paper consumption in an evidence based personal statement.
 - *How can students and teachers at ISAAC do a better job of protecting the environment?*
- Examine aspects and purpose of a high quality op-ed piece of writing.
 - *Should recycling be mandatory?*
- Prepare solutions-based action steps to reduce paper consumption in a professionally formatted, publishable Op-Ed article.**
 - *What do we need to know about recycling so that more people will do it?*
 - *What other choices can we make (besides recycling) to help the environment daily?*

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
- Interactive Notebook

EL Differentiation Strategies

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

Assessments

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FORMATIVE ASSESSMENTS:

- Do Now/ TWPS
- Exit Tickets
- Vocabulary Quizzes
- Causes and Effects- Guided Questions
- Chocolate Supply Chain Flowchart
- Fair Trade Data Collector
- International Laws and Regulations Data Collector
- EPI Scoring Guide Preparation Note Catcher and Rough Drafts
- Student Revision Forms and Feedback
- Document Based Question Responses
- Debate Roles and Responsibilities Data Collector
- Paper Consumption Policy Debate Research and Resource Discovery
- Op-Ed Preparation Guide and Rough Drafts

SUMMATIVE ASSESSMENTS:

- Deforestation Debate (EU1)
 - o Teacher Scoring Guide
- Quiz: Environmental Laws and Regulations (EU2)
- Unit Task: “Op-Ed” Essay (EU1 and EU3)
 - o Teacher Scoring Guide
- Unit Assessment (EU1, EU2, and EU3)

Unit Task

Unit Task Name: “Op-Ed” Essay

Description: In this task, students will create a professionally formatted op-ed article expressing the benefits and challenges of globalization through the lens of the paper industry. Students will reflect on the different causes of paper consumption and the effect it has on the Amazonian environment (EU1). Students will educate our local community about how our paper consumption impacts our own region and suggest ways they can help minimize deforestation (EU3). A committee composed of students will select exemplary op-eds to send to local, state, and national news sources for publication consideration.

Evaluation: Teacher Scoring Guide

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Unit Resources

- 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*)
- Hershey’s Note catcher / Data Collector
- Fair Trade Chocolate Informational Pamphlet
- Supply and Demand Flowchart
- Independent Exploration: Identifying High quality Op Ed through 5 aspects of high quality Op Ed.
- Education Week Op-Ed Article
- Education Week Op-Ed Guidelines
- High Quality Writing Rubric
- Education Week: Op-Ed Rubric and Requirements
- Newsela Deforestation Articles
- Team Policy Debate Video, You Tube
- BBK Paper Suppliers and Companies Reading
- Peer Critique and Revision Protocol (Kind, Specific, Helpful)