

## Standards-Based Lesson Template

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<b>Teacher:</b>	Jeff Griffith
<b>Class:</b>	Fifth Grade Science
<b>Lesson/Unit Title:</b>	How do Humans Impact their Environment
<b>Abstract/summary of lesson:</b>	Students will do research in order to identify and address human-created problems in local and global communities.
<b>Students will know...</b>	Students will know five human impacts to local environments. Student will have data to back up their information.
<b>Students will be able...</b>	Students will be able to identify at least one way to decrease a negative impact and be able to describe how the solution will work. Students will be able to back up their claims with data from their research.
<b>Standards/Skills addressed</b>	<p>Students who demonstrate understanding can:</p> <p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p> <p>Additional Standards Addressed:</p> <p>Common Core State Standards Connections:</p> <p>ELA/Literacy –</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS3-1)</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.(5-ESS3-1)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ESS3-1)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1)</p> <p>Mathematics –</p> <p>MP.2 Reason abstractly and quantitatively. (5-ESS3-1)</p> <p>MP.4 Model with mathematics. (5-ESS3-1)</p>
<b>Performance tasks/projects:</b>	Students will create a problem and solution presentation in groups of six that will explain the problem, how it negatively affects the community, the solution, and why the solution will work.
<b>Test and quiz questions or essay prompts:</b>	At the end of all of the presentations, students will use their research in order to answer the prompt, "What is one thing that you will begin doing tomorrow to make your community a better place to live?"

**Other evidence to be used (e.g., observations, evaluation of work samples, discussion):**

Students will be required to turn in notes from the presentations from other groups.

**Student self-assessments:**

We will revisit this lesson after one month to address if anything has been improved and what each student has done to make the situation better.

**Objectives**

Students will be able to identify, address, and solve problems within the ecosystem of their community. This lesson take place over the course of six sessions:

1. Identification of Problems
2. Grouping and Research
3. Research
4. Combining Information
5. Creating Presentations
6. Presentations

**Motivation:**

At this stage I would have already shown six videos from Mystery Science (online program) and completed six lessons on how ecosystems live in harmony. Students would already be able to know that if one part of the life cycle is broken, it affects the rest of cycle.

**Presentation:**

I will share my experience with the United Way over the summer. I will share the Love Modesto and Love Fremont website. I will show that people throughout Modesto work together to help solve the problems in our community. I will have the students brainstorm problems that they can see in their community. They can be social or environmental. We will record these problems and try to organize them into related groups.

**Application/Activities:**

Once the problems are identified, I will guide them to select an environmental problem in order to keep the lesson focused on science. Students will then group up with others who have the same major concern. They will begin to come up with lists of possible solutions. I will then begin to pull up research documentation that backs up their concerns and gives hard data on environmental impacts. Students will continue to research on their own.

**Materials needed:**

Computers  
Presentation Materials (Display Boards, Markers, etc.)  
Research Articles  
List of Community Organizations that Address these Problems

**Assessment/Evaluation:**

Presentation Score  
Essay Score  
Reflection Score

**Closure/Reflection:**

We will all complete the sentence frame promise and post in our classroom:

"In order to take care of our environment, I will\_\_\_\_\_.  
This is important because \_\_\_\_\_."