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| **Program** | Boston Public Schools Adult Education |
| **Class, Level, GLE Range** | Pre- Pre-ASE, Level D, GLE 6.0-8.9 |
| **Author(s)** | Brooke Machado |
| **Date last revised** | 7/27/16 |

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| **Title** | Our Planet, Our Choices |
| **Time** | 5-6 weeks = 15-18 class sessions x 2 hours each = 30-36 hrs |
| **Purpose** | In the unit students will:   1. build knowledge about the environmental impact of humans on Earth 2. explain how human choices and actions can contribute to improving the environment 3. select one problem facing the environment and explore solutions to protect our earth to research. |
| **Goals and Outcomes** | Students will read teacher-selected texts as well as additional articles on a topic of choice in order to examine the role that humans’ consumption and waste bear on Earth’s environment.  Students will conduct research and deliver a presentation to peers related to an environmental problem. Students will integrate multimedia into presentation to examine man’s responsibility in the matter and offer solutions to combat or lessen the predicament. |
| **Priority level-specific CCR Standards** | R1D: Read and comprehend explicit and implied meaning from text, cite text evidence to support drawn conclusions  W7D: Conduct research on a topic, utilize several sources and demonstrate understanding of topic  SL4D: Orally report on a topic; present opinions, claims and findings such that listeners can follow  SL5D: Use digital media and/or visual displays of data to express information  L6D: Acquire and use grade-appropriate academic vocabulary and domain-specific words |
| **Key Resources** | *A People’s Curriculum for the Earth,* <http://www.rethinkingschools.org/ProdDetails.asp?ID=9780942961577&d=toc>  *An Inconvenient Truth in the Classroom,* <https://www.nwf.org/pdf/Eco-schools/AITInTheClassroom7_08.pdf>  selected articles from:  <http://www.readworks.org/>  https://newsela.com/ |
| **ESSENTIAL QUESTIONS to Guide the Unit** | How might concerns facing the environment today affect our future?  What are some solutions to environmental problems our planet faces, and how could they be implemented? |

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| **UNIT OBJECTIVES** |
| **By the end of this unit, students will be able to:** |
| Language Objectives:   * Cite specific textual evidence to support analysis through close reading of teacher selected articles on environmental issues * Conduct a short research project, investigating an environmental issue and proposing solutions to it * Present claims and findings of and an environmental problem with relevant evidence and valid reasoning   Content Objectives:   * Evaluate the influence of human activities on Earth’s environment (e.g., air and water pollution, single-use plastics, fossil fuels, deforestation) * Identify actions humans can take to lessen their impact on Earth’s environment * Explain the importance of man’s role in decreasing its negative influence on the environment |
| **ASSESSMENT** |
| **By the end of this unit, students will demonstrate their learning by…** |
| Students will perform research and deliver a presentation related to an environmental problem. Students will integrate multimedia into presentation to examine man’s responsibility in the matter and offer solutions to combat or lessen the predicament. |
| **The learning will be evaluated by …** *e.g., using a rubric, checklist, etc.* |
| Presentations will be evaluated by teacher using a familiar rubric |
| **Other Evidence of Learning** |
| Student-made glossary (vocabulary log), Student notes, Graphic organizers, Exit tickets |
| **LEARNING PLAN** |
| **Suggested Sequence of Lessons and Activities** |
| * brainstorm in groups potential environmental problems they are aware of, share out, discuss * closely read an assortment of teacher-selected articles (3 – 5 articles) on varying environmental issues from students brainstormed lists and/or other. Teach Tiers 2 & 3 vocabulary as needed. Use texts to answer: What are the implications for the planet and its inhabitants if nothing changes? * select an issue facing the environment (air pollution, water, garbage, etc.) and explore solutions to protect our earth using the internet and/or other resources * evaluate sources and synthesize information to compile data for presentation. Presentations will include the problem they selected and why they selected it, possible solutions, as well as any other details they learned as a result of their research * present to the class, then students in groups will visit other classes in the center to present a second time as a part of Earth month * close unit by writing a self-reflection, “What habits will my family and I change to help protect the planet?” |

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| **Key Vocabulary** *– additional vocabulary may be selected by teachers at the lesson plan level* |
| key content vocabulary: biodegradable, contaminate, emission, fossil fuel, hybrid, renewable/nonrenewable  academic vocabulary: conserve, previously, consequently, predicament |
| **Additional Resources –** *e.g.,**background sources for teachers*, *teacher- or student-generated materials, etc.* |
| *Readability information for the key resources:*  “Hot for Hybrids,” <http://www.readworks.org/passages/hot-hybrids>, Flesch-Kincaid Grade Level: 7.3  “Michigan's governor promises to drink water from Flint faucets for 1 month,” <https://newsela.com/articles/flint-governor/id/16854/>, Flesch-Kincaid Grade Level: 8.5  “What a Dump!” <http://www.readworks.org/passages/what-dump>, Flesch-Kincaid Grade Level: 6.2 |