**ELA LESSON PLAN for Unit: Our Planet, Our Choices**

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| **OVERVIEW** | | | |
| Lesson Title:  **Research: the Most Serious Environmental Problem Facing the Earth** | | Unit Title: **Our Planet, Our Choices** | |
| Lesson #: **5** | CCRS and GLE Range: **GLE 6.0-8.9** | Class Level: **Level D** | |
| Length of Lesson in # of Hours: # of Classes: **6**  Introduction and Research **4-6 hrs**, Presentations: **4-6 hrs** (will vary) | | Teacher(s): **Brooke Machado** | |
| **STAGE 1 – PLANNING for DESIRED RESULTS** | | | |
| **LESSON OBJECTIVES** | | | |
| *By the end of this lesson, students will:*   * investigate various environmental problems using online resources * gather relevant information on a topic and incorporate information into a PowerPoint presentation * orally present and make an argument about a serious environmental problem and suggested solutions | | | |
| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | | | **KEY INSTRUCTIONAL SHIFTS** |
| **R7C**: 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  **W8D**: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation  **SL4D**: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation  **SL5D**: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | | | *Indicate those addressed in this lesson:*  Practice with complex text and its academic language  Ground reading, writing, and speaking in evidence from literary and informational texts  Build knowledge through content-rich nonfiction |
| **ESSENTIAL QUESTION(S)** *(optional)* | | |
| *What if you were able to solve the most serious problem Earth faces?* | | |
| **PRIOR KNOWLEDGE NEEDED** | | | |
| A basic understanding of various problems affecting the planet, amassed from prior-knowledge, class discussions and readings | | | |
| **STAGE 2 – EVIDENCE of LEARNING** | | | |
| *Ways that students and I will know the extent to which objectives have been met:*    Student notes, PowerPoint, Student presentation, Exit ticket, Teacher observation | | | |

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| **STAGE 3 -- ACTION MATERIALS TIME** | | | |
| **INTRODUCTION**   * *Why is this important for students to learn? (hook, connection, relevance)* | Adapted from <http://www.educationworld.com/a_lesson/lesson/lesson307.shtml>  Ask the students to think about what they have read and learned in class and to discuss the following: “*What are the three most serious environmental problems the planet is facing*? *Write a list and number problems 1 to 3 in order of severity.*” Have students record their responses and be prepared to share out and justify their lists and rankings. (Save these rankings for use later). | chart paper for writing | 30 mins |
| **BODY**  *Guiding Questions*   * *What text(s) will be the basis of this lesson?* * *What academic and content vocabulary will students learn?* * *What questions should I pose to engage students, elicit comprehension, and foster thinking and reasoning?* * *What opportunities will students have to practice ELA skills (Reading, Writing, Speaking and Listening, and Language)?* * *What opportunities will students need for scaffolding and differentiation?* * *How are the CCRS Instructional Shifts for ELA evidenced in student performance?* | Next, explain since we are studying environmental issues and the human impact on our world, we will further our knowledge by individually exploring one issue in depth and presenting an argument to the class why your issue is in need of support.  Propose the following scenario to students:  *“Let’s imagine the State of Massachusetts has announced that it will award a $1 million grant to help solve the most serious environmental problem Earth faces. Your job is to prove that your cause should get the money because the problem you're researching is the most serious threat to Earth.”*  Inform students the requirements are:   1. Investigate 3-4 issues, and choose the issue that they are most interested in and feel is the most serious. 2. Take notes from several different sources on your issue. (Notes will be collected as evidence of learning). 3. Create a Powerpoint presentation which includes:  * title slide * description of problem * causes of problem * effects on planet and its people * possible solutions * conclusion: *Why my cause should receive the $1M grant* * sources used  1. Present your PowerPoint to the class and convince us why your issue is most deserving of the $1M grant. | computers with internet access, Microsoft PPT and printing capabilities  paper for notetaking | varies |
| **CLOSING**   * *How will I bring closure to the lesson and provide opportunities for student reflection (i.e., transfer of knowledge/skills)?* | After the presentations, students vote by ballot on the three most compelling issues and rank them in order. The individual whose cause receives the most number of votes is declared the “winner.”  Compare the final vote’s rankings to the rankings taken at the beginning of the lesson. How did the rankings change? Why did they change? What helped change the class’s mind?  As an exit ticket prompt, ask students to write about why they voted the way they did. What factors influenced their vote? Did the presenters sway them? | paper for exit ticket writing | 30 mins |
| **POST-TEACHING REFLECTION** | *What changes or adaptations would I make?* | | |