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 **Project Plan**

This page provides the over view of the project, with a focus on describing what students will know and be able to do at the end of the project and how they will demonstrate this. The panning process starts by determining the end results, creating assessments that will provide suitable evidence, and then sequencing learning activities that will support students in reaching these end results. Although this may suggest a linear process, quality planning often demands constant review and revision between these reference points; end results, assessment and activities.

Throughout the planning process, tips can be found by hovering the curser over **[TIP](intro%22%20%5Co%20%22Hovering%20the%20cursor%20over%20the%20TIP%20will%20create%20a%20%27screen%20tip%27%20to%20appear%20and%20help%20you%20in%20the%20planning%20process.)**



**Overview** [**TIP**](TIP)

|  |  |  |  |
| --- | --- | --- | --- |
| Project Title: | Science of plastics Plastic-what is it good for? | Duration:  |  |
| Grade level(s): | 8th grade  | Authors: | Symon with a ‘y’ / jen of the North  |
| Discipline(s): | Science / Language Arts | Date: | November /December 2012 |

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| **1. Essential Question**  **[TIP](TIP%22%20%5Co%20%221.%20Cause%20genuine%20inquiry%202.%20Provokes%20deep%20thought%203.%20Requires%20consideration%20of%20alternatives%204.%20Stimulates%20ongoing%20thinking%205.%20Sparks%20meaningful%20connections%206.%20Naturally%20recur%2C%20transfer%20to%20other%20situations)** |
| **How does human action impact the environment****Why should we, as a community modify our use of plastics?** |

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| **2. End Results** **[TIP](TIP%22%20%5Co%20%22What%20will%20students%20know%2C%20be%20able%20to%20do%2C%20and%20reflect%20upon%20as%20a%20result%20of%20this%20project)** |
| **Know**What will students know as a result of this project? | **Do**What will students be able to do as a result of this project? | **Reflect**How will students reflect on their growth and levels of proficiency? |
| Atomic Structure.Properties of compounds.Persuasive techniques. Criteria of a quality argument.Impact of word choice. | Analyze text.Summarize text. Cite evidence.Identify an argument in text.Evaluate an argument in text.Conduct research.Create a persuasive written piece. Effectively use persuasive techniques. Use video production techniques. Research. Field questions on specific topic.  |  |

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| **3. Standards and Learning Targets** |
|  **Standards – Science [TIP](TIP%22%20%5Co%20%22What%20state%20standards%20will%20this%20project%20focus%20on? )** |  **Long-Term Learning Targets [TIP](TIP%22%20%5Co%20%22Derived%20from%20standards%20and%20used%20to%20assess%20growth%20and%20achievement.%20They%20are%20measurable%20and%20written%20in%20concrete%2C%20student-friendly%20language.)**  |
| Grade 8 California Science standards**Structure of Matter**3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:a. *Students know* the structure of the atom and know it is composed of protons, neutrons, and electrons.**b. *Students know* that compounds are formed by combining two or more different elements and that the compounds have properties that are different from their constituent elements.** c. *Students know* atoms and molecules form solids by building up repeating patterns, such as the crystal structures of NaCl or long-chain polymers.d. *Students know* the states of matter (solid, Liquid, gas) depend on molecular motion.e. *Students know* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.  | S1 I can explain the chemical processes through which plastic is made from petrochemicals.**Supporting Targets*** I can depict the chemical structure of various hydrocarbons.
* I can outline the life cycle of plastic.

S2 can examine the benefits and hazards of our reliance on plastics.**Supporting Targets*** I can evaluate the benefits of using plastic.
* I can contrast biodegradation and photo degradation.
* I can describe the effects of plastics on animals.
* I can examine the processes of recycling plastic bags
 |
| **Common Core Standards: Reading - Literature** | **Long-Term Learning Targets** |
| RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | R1 I can cite text-based evidence that provides the strongest support for my analysis of literary text. |
| RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | R2 I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings)R3 I can analyze the impact of word choice on meaning and tone (analogies or allusions). |
| **Common Core Standards Reading – informational Text** | **Long-Term Learning Targets** |
| RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | R4 I can cite text-based evidence that provides the strongest support for an analysis of literary text. |
| RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | R5 I can determine a theme or the central ideas of an informational text.R6 I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas).R7 I can objectively summarize informational text. |
| RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | R8 I can determine an author’s point of view or purpose in informational text.R9 I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
| RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | R10 I can identify the argument and specific claims in a text.R11 I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims).R12 I can identify when irrelevant evidence is used. |
| RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | R13 I can analyze texts for disagreement on facts or interpretation. |
| **Common Core Standards Reading – Writing** | **Long-Term Learning Targets** |
| W.8.1. Write **arguments** to support claims with clear reasons and relevant evidence.1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
4. Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented. | W1 I can write arguments to support claims with clear reasons and relevant evidence. |
| W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | W2 I can produce clear and coherent writing that is appropriate to task, purpose and audience. |
| W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | W3 I can conduct short research projects to answer a question (including a self-generated question).W4 I can use several sources in my research.W5 I can generate additional research questions for further exploration. |
| **Common Core Standards – Speaking and Listening** | **Long-term learning Targets** |
| SL.8.4. 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. | SL 1 I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning and well-chosen details).SL 2 I can use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation). |

 **How will students demonstrate what they know and are able to do?**

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| **4. Prompt / Scenario** **[TIP](TIP%22%20%5Co%20%22This%20is%20the%20prompt%2C%20the%20scenario%20that%20is%20compeling%20to%20students.%20Use%20this%20to%20engage%20students%20in%20the%20learning%20in%20an%20authentic%20way.%20Include%20dates%2C%20time%20frame%20and%20end%20product%20that%20students%20will%20create%20to%20demonstrate%20what%20they%20know%20and%20are%20able%20to%20do.)** |
| In an effort to reduce the negative impact of human actions on our environment, local businesses are being asked to consider ways in which they can be more thoughtful in their daily practices. One area in which organizations can contribute in a positive way is to reduce the use of plastic materials; plastic bottles, knives, forks and spoons that are used on a daily basis. * Students will create a Public Service Announcement (PSA video) that provides evidence of the impact of plastics on the environment, and the scientific explanation for it. Students will focus on the chemistry of plastics in and attempt to explain the terms ‘biodegradable’ and photodegradable, the chemical structure of various hydrocarbons, the life cycle of plastic. (do we have an opportunity to get into the social issues of recycling here, or does that take up away from the purpose?.. or is the social issue the hook into why we care about this, and the research paper is the assessment of scientific knowledge ?)
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| **5. Type of Performance Assessment Tasks connected to this project [TIP](TIP%22%20%5Co%20%22The%20task%20is%20used%20to%20assess%20identified%20skills%20that%20students%20utilize%20during%20the%20project.%20The%20skills%20are%20derived%20from%20the%20rubrics%20that%20are%20aligned%20with%20the%20standards.%20A%20separate%20planning%20and%20student%20facing%20document%20is%20used%20for%20the%20performance.%20task%20)** |
|  | Name / Title of performance task  |
| ☐ Creative Expression  |  |
| ☐ Math Analysis or Inquiry  |  |
| ☐ English Textual Analysis |  |
| **English** Research / Argumentation |  |
| X Scientific Research  | Plastics…… Research paper. (Any more information needed here? Can there ne more than one task associated with a project? Not suggesting there should be, just for my own learning.) |
| x Scientific Inquiry |  |
| ☐ History / Social Science Research / Inquiry |  |

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| **6. Connections to authentic audience**  **[TIP](TIP%22%20%5Co%20%22What%20will%20you%20use%20to%20further%20engage%20and%20motivate%20students%20and%20deepentheir%20learning)** |
| Fieldwork | Recycle centerLocal businesses / restaurants / schools. |
| Experts | ScientistMarine biologist |
| Audience  |  |

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| **7. Resources and Links**  |
| [**http://www.youtube.com/watch?v=XxNqzAHGXvs**](http://www.youtube.com/watch?v=XxNqzAHGXvs)[**http://www.youtube.com/watch?v=tnUjTHB1lvM**](http://www.youtube.com/watch?v=tnUjTHB1lvM) **THIS ONE** [**http://science.howstuffworks.com/environmental/earth/oceanography/great-pacific-garbage-patch.htm**](http://science.howstuffworks.com/environmental/earth/oceanography/great-pacific-garbage-patch.htm)[**http://marinedebris.noaa.gov/info/patch.html**](http://marinedebris.noaa.gov/info/patch.html)[**http://www.telegraph.co.uk/earth/earthnews/8241265/Great-Garbage-Patch-in-the-Pacific-Ocean-not-so-great-claim-scientists.html**](http://www.telegraph.co.uk/earth/earthnews/8241265/Great-Garbage-Patch-in-the-Pacific-Ocean-not-so-great-claim-scientists.html)[**http://www.youtube.com/watch?v=FrAShtolieg&feature=endscreen&NR=1**](http://www.youtube.com/watch?v=FrAShtolieg&feature=endscreen&NR=1)[**http://www.sciencedaily.com/releases/2012/05/120508220114.htm**](http://www.sciencedaily.com/releases/2012/05/120508220114.htm)**great plastic garbage patch pacific ocean -Images**[**http://www.knowledge.allianz.com/environment/pollution/?515/water-pollution-plastics-poisoning-pacific**](http://www.knowledge.allianz.com/environment/pollution/?515/water-pollution-plastics-poisoning-pacific)[**http://www.bbc.com/future/story/20121129-the-cost-of-our-throwaway-culture**](http://www.bbc.com/future/story/20121129-the-cost-of-our-throwaway-culture) |

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| **8. The Launch – Starting with a bang.** Include: Venue, Staff/Personnel, dates.  [**TIP**](TIP) |
| Hook – show the video [**http://www.youtube.com/watch?v=tnUjTHB1lvM**](http://www.youtube.com/watch?v=tnUjTHB1lvM)What questions do you have? * In small groups capture these on chart paper
* Share with rest of the group(s) through a small / short gallery walk.

Share images in small groups to analyze. ( images of the Garbage Patch)Individual reflection * Questions
* Thoughts
* Actions etc.

Introduce the guiding question and learning targetsShow a model of product. (persuasive paper letter) to identify the elements of quality. Maybe not at the launch but have one for later.Timelines / benchmarks etc. |

 **Planning**

**PART B. Outcomes and Assessments**

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| Performance Task Title: |  | Duration:  |  |
| Grade level(s): |  | Authors: |  |
| Discipline(s): |  | Date: |  |

**[TIP](TIP%22%20%5Co%20%22Use%20the%20criteria%20from%20%27Essential%20Structure%20of%20a%20Project%20and%20Task%27%20to%20help%20with%20quality.) Rubric**

Throughout the planning process, tips can be found by hovering the curser over [**TIP**](intro)

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| **What students need to know and be able to do.** | **How will students get better?** | **Date** | **How students will demonstrate what they know and are able to do** |
| **Long-Term Learning Targets****[TIP](LTLT%22%20%5Co%20%22Derived%20from%20standards%20and%20used%20to%20assess%20growth%20and%20achievement.%20They%20are%20measurable%20and%20written%20in%20concrete%2C%20student-friendly%20language.)** | **Supporting Learning Target****[TIP](SLT%22%20%5Co%20%22Long%20term%20targets%20broken%20into%20manageable%2C%20assessable%20chunks.%20These%20are%20not%20necessarily%20each%20of%20the%20learning%20steps%20needed%20to%20achieve%20the%20target%2C%20but%20the%20steps%20that%20will%20be%20assessed.)** | **Learning Experiences** **[TIP](learning%22%20%5Co%20%22Activities%20that%20will%20support%20students%20in%20meeting%20the%20learning%20target)** |  | **Assessments****[TIP](assessments%22%20%5Co%20%22Assessment%20of%20Learning%20/%20Summative%20Assessments%20-%20How%20will%20we%20know%20what%20students%20know%20and%20are%20able%20to%20do)** |
| **S1** I can explain the chemical processes through which plastic is made from petrochemicals. | **S1a** I can depict the chemical structure of various hydrocarbons. | Looking at images of hydrocarbons |  | Visual / Scientific drawing. PSAModelsFlow chart. Visual. Research paper. PSA |
| Identifying where they exist. (e.gg crude oil)  |  |
| Working with manipulatives to explore chemical structure and general properties. |  |
| **S1b** I can outline the life-cycle of plastic | Chemistry of carbon |  | Flow-chartVisual Writing piecePSA |
| How monomers become polymers |  |
| Addition and condensation chemical process |  |
| Types of plastic |  |
| Plastics recycling |  |
| Lifecycle |  |
| Landfills |  |
| **S2** I can examine the benefits and hazards of our reliance on plastics. | **S2a** I can evaluate the benefits of using plastic. |  |  |  Venn diagram. Research paper. PSATable / chart. PSA |
| **S2b** I can contrast biodegradation and photodegradation. |  |  | Web. Research paper. PSAFlow chart, research paper, PSA  |
| **S2c** I can describe the effects of plastics on animals  |  |  |
| **S2d** I can describe the processes of recycling plastic bags |  |  |
| R3 I can analyze the impact of word choice on meaning and tone (analogies or allusions). | **R3a** I can describe why analogies and allusions are used | What are analogies and allusions – looking at examples. |  | Journal. Text annotations.Written piece. |
| Diving deep into text – how are they used?  |  |
| **R3b** I can create analogies and allusions | Workshop – creation  |  |
| Application of analogies and allusions to written piece |  |
| R2 I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) | **R2a** I can use context clues to make meaning of unknown words | Workshop – what are context clues? |  | Text annotations. Journal. |
| Identifying context clues -Looking at text.  |  |
| **R2b** I can I can use Greek or Latin affixes and roots to make meaning of unknown words. | Workshop – different affixes, meanings.  |  | Worksheet. Journal, worksheet, workbook |
| Identifying given words |  |
| Finding word in text – determining meaning. |  |
| **R2c** I can verify the meaning of unknown words | What are the resources that we have at our disposal? |  | Worksheet, Journal |
| Practice using resources |  |
| **R2d** I can use reference materials to find pronunciation, part of speech and definitions of unknown words | Scavenger hunt |  | Notes / note-catcher from scavenger hunt |
| R7 I can objectively summarize informational text. | **R7a**  I can describe ‘summary’.  | What is a summary?  |  | Exit ticketAnnotated / highlighted text. |
| Reading text to build context of summaries |  |
| Writing summaries |  |
| **R7b** I can identify the main points in a text.  | What are the main points? |  | Exit ticketAnnotated / highlighted text. |
| Reading text to identify main points |  |
| R5 I can determine a theme or the central ideas of an informational text. | **R5a** I can describe ‘theme’.  | What is theme?  |  | Exit ticket. Journal. Annotated / highlighted text  |
| Reading texts to build context of theme |  |
| **R5b** I can identify repetitions in a text.  | Reading multiple texts |  | Annotated / highlighted text. Journal  |
| **R5c** I can identify shifts in the topic.  | Reading multiple texts |  | Annotated / highlighted text. Journal  |
| R6 I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). | **R6a** I can identify shifts in a topic | Reading of texts to identify topic |  | Annotated / highlighted text. Journal  |
| Looking at where shifts occur |  |
| **R6b** I can make connections between main points.  | Reading of texts to identify main pointsMaking connections |  | Exit ticketAnnotated / highlighted text. |
| R8 I can determine an author’s point of view or purpose in informational text. | **R8a** I can describe the different purposes that authors have for writing.  | Where can we see these in texts – looking at different texts. |  | Journal. Exit ticket.Annotated / highlighted text |
| What is the purpose within specific text? |  |
| What are the different purposes |  |
| **R8b** I can explain why there are different purposes for writing | Looking at multiple texts |  | Journal. Exit ticket |
| R9 I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | **R9a** I can identify evidence of viewpoints  | What is a viewpoint? |  | Annotated / highlighted text. |
| Where are theses in text(s) |  |
| R10 I can identify the argument and specific claims in a text. | **R10a** I can identify the evidence used to support the argument.  | What is an argument? |  | Annotated / highlighted text |
| Where can I see this in a text? |  |
| Identifying the argument. |  |
| **R10b** I can identify the examples used to illustrate the argument.  | Looking at examples  |  | Annotated / highlighted text |
| Identifying examples used |  |
| R11 I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). | **R11a** I can identify the supporting evidence of an argument.  | Looking at text |  | Annotated / highlighted text Written piece, workbook, journal, exit ticket |
| Identifying examples |  |
| **R11b** I can evaluate the quality of the evidence of an argument.  | What is quality? |  | JournalWorkbookExit Ticket |
| Building criteria. |  |
| How do I evaluate evidence? |  |
| Evaluating evidence |  |
| R12 I can identify when irrelevant evidence is used. |  |  |  | Annotated / highlighted text |
| R13 I can analyze texts for disagreement on facts or interpretation. | **R13a** I can identify the evidence in a text. |  |  | Annotated / highlighted text |
| **R13b** I can compare the evidence of an argument for consistency.  | What is the criteria for a quality argument? |  | Annotated / highlighted text |
| Comparing evidence against criteria. |  |
| R4 I can cite text-based evidence that provides the strongest support for an analysis of literary text. | **R4a** I can identify the evidence in a text.  | What is evidence - criteria |  | Highlighted textWritten notes. Annotated text |
| Looking at of examples evidence in text  |  |
| Identifying evidence in text |  |
| **R4b** I can determine the strength of the evidence in a text.  | Looking at evidence against criteria |  | Journal Annotated text |
| Independently evaluating evidence |  |
| W3 I can conduct short research projects to answer a question (including a self-generated question). | **W3a** I can generate a research question | What is a good research question? Criteria  |  | Research question(s)Presentation (written and/or verbal)  |
| Examples of research questions. |  |
| Writing research questions. |  |
| Critique / evaluation / revision |  |
| **W3b** I can present findings appropriate to audience and purpose | Criteria for presentation  |  | Presentation (written and/or verbal)  |
| Examples / models of presentations |  |
| Practice / rehearsal  |  |
| Revision |  |
| Presentation |  |
| Critique / reflection  |  |
| W4 I can use several sources in my research | **W4a** I can evaluate the credibility of resources | Criteria for credible resources |  | Notes (with cognitive process of determining credibility) Labeled sources. |
| Looking at resources against criteria  |  |
| Independently evaluating resources  |  |
| **W4b** I can distinguish between primary and secondary sources | What are primary and secondary sources - definition |  |  Identified primary and secondary sourcesWorkbook – notes for primary and secondary sources |
| Selection of primary and secondary sources |  |
| Independently identify primary and secondary sources |  |
| W5 I can generate additional research questions for further exploration |  | Criteria for quality research questions |  | Research question(s) |
| Looking at research questions – strong and weak. |
| Generating questions |
| Critique and feedback  |
| Revision of question(s) |
| SL 1 I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning and well-chosen details). | **SL1a** I can deliver an oral presentation appropriate to audience and purpose | What is the criteria for quality oral presentation? |  | Oral presentation |
| Looking at models and exemplars - identifying criteria  |  |
| Practice and rehearsal |  |
| Critique, feedback |  |
| Revision  |  |
| Presentation  |  |
| **SL1b** I can use appropriate verbal and non-verbal delivery techniques | Criteria for appropriate verbal delivery |  | Oral presentation  |
| Practice and rehearsal |  |
| Critique and feedback  |  |
| Revision  |  |
| Presentation  |  |
| SL 2 I can use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation). |  | Looking at models and exemplars – critique, identify effective speaking techniques |  | Oral presentation |
| Practice, rehearsal  |
| Practice and rehearsal |
| Critique and feedback  |
| Revision  |
| Presentation  |

**Project Plan**



 **How will students get better?**

Daily Instruction

Workshop Planning Template

Teacher: Class: Date:

1. What will students need to know and be able to do?

**Learning target:**

2. How will students demonstrate what they need to know and are able to do ?

**Assessment:**

3. How will students get better

Introduction: How will you clearly introduce this strategy/skill that students need to know or do to meet the learning target? How will you engage the students in the learning? How will you make connections to previous lessons and/or learning targets?

Mini-Lesson (about 5-10 minutes). How will you clearly model the strategy/skill that students need to know or do to meet the learning target? How will you demonstrate successful application of the learning target and prepare students for work independent of the teacher?

**Guided Practice** How will ALL students practice to demonstrate that they are ready to move toward independent work?Will they work alone or in small groups? How will you know they are ready?

**Practice / Application**  How will students apply the skill / strategy modeled in the mini-lesson independently from the teacher? Will they work alone or in small groups? What formative assessment strategies will you use to check for understanding?

**Share: (The product) Honoring student work and thinking:** How are students going to report out on the work they have done during practice/application in response to the targets?

**Debrief: (The process) The power of metacognition:** How will you and the students discuss work that was done?What questions or strategies will you use to support transference and lasting understanding? How will students’ responses be recorded?

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**Project Plan (Module)** **with connections to Performance Task**

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| **PART D. Reflection**  |

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| --- | --- | --- | --- |
| Performance Task Title: | Campaign Ad | Duration:  |  |
| Grade level(s): | 10th (?)  | Authors: | Abby Benetoni / Symon Hayes |
| Discipline(s): |  | Date: |  |

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| **Post-Project Reflection**  |
| **Know** – What insights into creating and providing meaningful student learning experiences do you have as a result of this project? |
| **Do** – what revisions would you make to this and project specifically and other projects generally as a result of what you know? |
| **Reflect** – how did this project change or push your thinking about your instructional practice and students learning? |

**Project Plan - this section now redundant I think**

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| **PART C. How will students get better?**  |

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| --- | --- | --- | --- |
| Performance Task Title: | Campaign Ad | Duration:  |  |
| Grade level(s): | 10th (?)  | Authors: |  Symon Hayes / Jen  |
| Discipline(s): | Science / Language Arts  | Date: |  |

For additional information, hover the curser over the **TIP** in each box.

**Content: break into areas Reading and writing and science ??**

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| **Sequence of Learning and Assessment –** Calendar**[TIP](TIP%22%20%5Co%20%22Use%20the%20learning%20targets%20and%20assessments%20from%20Part%20B.%20to%20plan%20the%20sequence%20of%20instruction%20and%20learning.)** |
| **Long Term Learning Target** | **Supporting Learning Targets** | **Learning Activities/Experiences** (That provides knowledge and skills for students to meet the learning target) | **Date** | **Assessment of Learning / Summative Assessments.** (How students will demonstrate what they know and can do) |
| **S1** I can explain the chemical processes through which plastic is made from petrochemicals. | S1a I can depict the chemical structure of various hydrocarbons. | * ~~Looking at images of hydrocarbons~~
 |  |  |
| * ~~Identifying where they exist. (e.gg crude oil)~~
 |  |
| * ~~Working with manipulatives to explore chemical structure and general properties.~~
 |  |
| S1b I can outline the life-cycle of plastic | * ~~Chemistry of carbon~~
 |  |  |
| * ~~How monomers become polymers~~
 |  |
| * ~~Addition and condensation chemical process~~
 |  |
| * ~~Types of plastic~~
 |  |
| * ~~Plastics recycling~~
 |  |
| * ~~Lifecycle~~
 |  |
| * ~~Landfills~~
 |  |
| * ~~Effects of plastics on animas and environment~~
 |  |
| R3 I can analyze the impact of word choice on meaning and tone (analogies or allusions). | **R3a** I can describe why analogies and allusions are used | * ~~What are analogies and allusions – looking at examples.~~
 |  |  |
| * ~~Diving deep into text – how are they used?~~
 |  |
| **R3b** I can create analogies and allusions | * ~~Workshop – creation~~
 |  |
| * ~~Application of analogies and allusions to written piece~~
 |  |
| R2 I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) | **R2a** I can use context clues to make meaning of unknown words | * ~~Workshop – what are context clues?~~
 |  |  |
| * ~~Identifying context clues -Looking at text.~~
 |  |
| * ~~Application of context clues to written piece~~
 |  |
| **R2b** I can I can use Greek or Latin affixes and roots to make meaning of unknown words. | * ~~Workshop – different affixes, meanings.~~
 |  |
| * ~~Identifying given words~~
 |  |
| * ~~Finding word in text – determining meaning.~~
 |  |
| **R2c** I can verify the meaning of unknown words | * ~~What are the resources that we have at our disposal?~~
 |  |
| * ~~Practice using resources~~
 |  |
| **R2d** I can use reference materials to find pronunciation, part of speech and definitions of unknown words | * ~~Scavenger hunt~~
 |  |
| I can objectively summarize informational text. |  | Reading and summarizing multiple texts.Analyzing summaries.Writing summaries. |  | Summary  |
| I can determine a theme or the central ideas of an informational text. |  | Reading multiple informational texts.Modeling from teacher.  |  | Note-catcherAnnotations of text |
| I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). |  | Analysis of multiple texts  |  | Note-catcherJournalReflection |
| I can determine an author’s point of view or purpose in informational text. |  |  |  | Note-catcher Journal |
| I can analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |  |  |  | Note-catcherAnnotated text |
| I can identify the argument and specific claims in a text. |  | What is an argument?How do authors use arguments?How do they appear in texts? |  | Annotated textHighlighted textNote-catcher |
| I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). |  | What is the criteria of an argument?Assessment of an argument against the criteria. |  | Annotated textHighlighted textNote-catcher |
| I can identify when irrelevant evidence is used. |  | Assessment of text against criteria. |  | Annotated textHighlighted textNote-catcher |
| I can analyze texts for disagreement on facts or interpretation. |  | Fact v opinionValid sourcesEvidence needed to support facts. |  | Annotated textHighlighted textNote-catcher |
| I can cite text-based evidence that provides the strongest support for an analysis of literary text. |  | Extraction of evidence from text – where is the evidence. |  | Written piece – accurate citations |
| I can generate additional research questions for further exploration. |  | What makes a great questionFat v Thin questionsTypes of questions |  | List of questionsNote-catcherJournal |
| I can conduct short research projects to answer a question (including a self-generated question). |  | How do we research?What is quality research?Research process |  | Paper |
| I can use several sources in my research. |  |  |  | Evidence in paper |
| I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning and well-chosen details). |  | What is a claim?Examples of claimsAnalysis of claims.Organizational structuresWord choiceSentence structuresPersuasive techniques  |  | Paper  |
| I can use effective speaking techniques (appropriate eye contact, adequate volume and clear pronunciation). |  | Effective speaking techniquesModels and examplesPractice and rehearsalFeedback  |  | PresentationSocratic seminarDiscussion. |
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