

Engaging Scenario: The mayor needs your help! Neighborhoods around the world have seen the effects of climate change on the Earth. People around our world and community have taken actions that have affected the Earth in helpful and harmful ways. During this unit, you will research the changes in nature and the environment around Philadelphia. You will work with your team to create a book about these changes. You will explore how human actions can change the environment. Lastly, you will create a Public Service Announcement to inform your classmates, families, and friends about what tangible actions they can do to help create a better Earth for humankind.

Task 1: In this task, students will think about the environment around us. Focus on how the environment and climate have changed. Students will research the forces that cause our environment to change and how it impacts the changing climate. Students will use the information from the research to create a slide presentation explaining their opinion on the changing environment and climate.

Standards and Depth of Knowledge:

Reading	DOK	Writing	DOK	Speaking/ Listening	DOK	Language	DOK
RL2.1	Understand/ DOK 1	W 2.1	Apply/ DOK 2	SL2.1	Apply/ DOK 3	L2.6	Apply/ DOK 1
RL2.4	Analyze/ DOK 2	W 2.7	Analyze/ DOK 4	SL 2.4	Understand/ DOK 1		
RL2.9	Analyze/ DOK 2						
RI 2.1	Understand/ DOK 1						
RI 2.4	Understand/ DOK 3						
RI 2.9	Analyze/ DOK 2						

Authentic Performance Task 1 Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
<p>All “Goal” criteria <i>plus</i>:</p> <ul style="list-style-type: none"> Organizes a sequence of strong reasoning that unfolds naturally 	<p><i>Task Force Slide Deck Rubric</i></p> <ol style="list-style-type: none"> Students define “environment” Write an opinion piece that introduces the topic and states an opinion. 	<p>Meets #1 , #2 and #3 of the “Goal” criteria</p>	<p>Meets fewer than 2 of the “Goal” criteria</p> <p>Task to be repeated after re-teaching</p>

<ul style="list-style-type: none"> Research of facts, from provided resources, are evident in students' reasonings Use of temporal words and phrases (e.g., <i>also, another, and, more, but</i>) to signal event order 	<ol style="list-style-type: none"> Supply reasons that support the opinion, use linking words to connect the opinion and reasons The reasons to support include facts about climate change and identifies solutions Provide a concluding statement 		Comments:
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Task 2: In this task, students will interview an ‘elder’ in their family or community. The purpose of the interview is to get information from elders about changes in weather patterns, their perspective on the appearance of new creatures vs. creatures that have disappeared or become extinct, or other natural occurrences that have changed in the neighborhood/city since they were younger. After researching topics and conducting interviews, students will work independently or in groups to write a “before-during-after” book about their topic.

Standards and Depth of Knowledge:

Reading	DOK	Writing	DOK	Speaking/ Listening	DOK	Language	DOK
RL2.1	Understand/ DOK 2	W 2.1	Apply/ DOK 3	SL2.1	Apply/ DOK 3	L2.6	Apply/ DOK 1
RL2.4	Analyze/ DOK 3	W 2.7	Analyze/ DOK 4				
RI 2.1	Analyze/ DOK 2						
RI2.4	Analyze/ DOK 2						

Authentic Performance Task 2 Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
All “Goal” criteria <i>plus</i>:	<ul style="list-style-type: none"> Interviews are conducted according to guidelines 	Meets 3-4 of the “Goal” criteria	Meets fewer than 3 of the “Goal” criteria

<ul style="list-style-type: none"> • Include illustrations when useful to aid comprehension. • Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information 	<p>with detailed answers to each question.</p> <ul style="list-style-type: none"> • The topic is clearly introduced in the title and first page of the book. • Students have combined information from group members' responses to contribute to the book. • Books are in paragraph or interview format. • Writing contains correct spelling, capitalization, and grammar usage. • Books are creative, original and colorful. 		<p>Task to be repeated after re-teaching</p> <p>Comments:</p>
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Task 3: In this task, students will study the human impact on the earth by looking at the amount of daily food waste. First, students will learn more about where food comes from and then what happens when food is thrown away. Next, they will explore other ways to handle food waste. Finally, students will write their opinion about what they think would work best for their home, school, or community.

Standards and Depth of Knowledge:

Reading	DOK	Writing	DOK	Speaking/ Listening	DOK	Language	DOK
RL2.1	Understand/ DOK 2	W 2.1	Apply/ DOK 3	SL2.1	Apply/ DOK 3	L2.6	Apply/ DOK 1
RL2.4	Analyze/ DOK 2	W 2.7	Analyze/ DOK 2	SL 2.4	Apply/ DOK 4		
RI 2.1	Understand/ DOK 2						
RI2.4	Analyze/ DOK 3						

Authentic Performance Task 3 Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
All “Goal” criteria <i>plus</i>: <ul style="list-style-type: none"> Organizes a sequence of strong reasoning that unfolds naturally Research of facts ,from provided resources, are evident in students’ reasonings Use temporal words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to to signal event order 	<ul style="list-style-type: none"> Clear topic sentence that states an opinion Clear reasons to support their opinion Clear and appropriate language and vocabulary to express reasons Clear sense of closure to that restates the opinion 	Meets 3 of the 5 “Goal” criteria	Meets fewer than 3 of the “Goal” criteria Task to be repeated after re-teaching Comments:

End of the Unit Performance Task: In this task, students will create a public service announcement for the citizens of Philadelphia explaining what they can do to have a positive impact on our changing climate. Students will first explore what makes a PSA effective. Then, they will evaluate several exemplars. Finally, students will storyboard and create their own PSA.

Standards and Depth of Knowledge:

Reading	DOK	Writing	DOK	Speaking/ Listening	DOK	Language	DOK
RI 2.2	Understand/ DOK 4	W 2.1	Apply/ DOK 3	SL2.1	Apply/ DOK 3	L2.6	Apply/ DOK 1
RI 2.6	Apply/ DOK 3	W 2.7	Apply/ DOK 4	SL 2.4	Apply/ DOK 4		
RI 2.8	Evaluate/ DOK 3						
RI 2.9	Analyze/ DOK 2						

End of the Unit Task Scoring Guide:

Advanced or Exemplary	Goal	Progressing	Beginning
All “Goal” criteria <i>plus</i>: <ul style="list-style-type: none">• Supplies a rationale for the 3 pieces of supporting evidence	<ul style="list-style-type: none">• Names the issue addressed by PSA• States their opinion on the issue• Introduces 3 pieces of evidence that supports their opinion	<ul style="list-style-type: none">• Meets <u>2</u> of 3 the Goal criteria	<ul style="list-style-type: none">• Meets fewer than <u>2</u> of the “Goal” criteria• Task to be repeated after re-teaching• Comments: