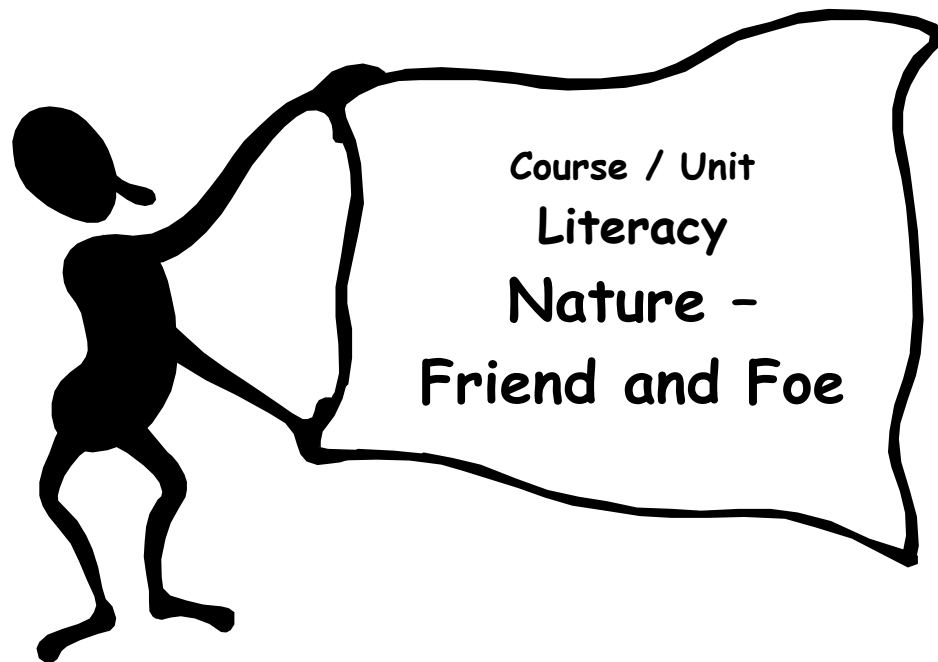


New York City Department of Education  
Magnet Program District 25 & 28

**The Green Magnet School M. S. 217**



**Essential Questions:**

How can we advocate to keep the Everglades green?

**Suggested Time Frame: 6 Weeks**

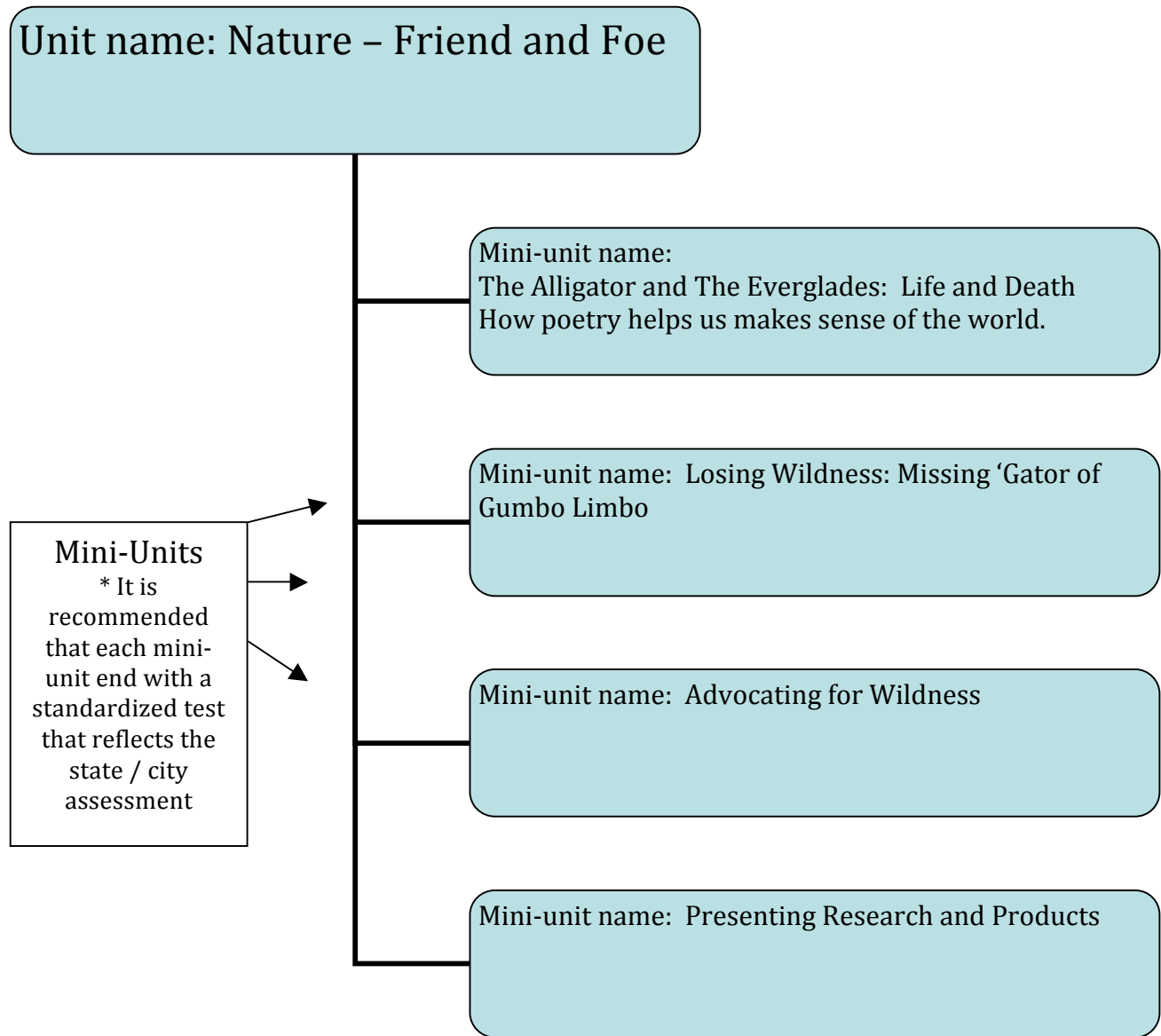
**Theme: Stewardship, Endurance, Diversity**

**Graphic Overview of Unit**

**Suggested Time Frame: 8 Weeks**

# Essential Question:

How can we advocate to keep the Everglades green?



**Unit’s Culminating Project: (briefly explain in 2-3 sentences):** Students will create a powerpoint , PSA idoc, website or wiki on:

- History of the Everglades – geological, early inhabitants, Seminole Indians
- Everglades Ecosystem – Flora, Fauna, keystone species
- Dangers to the Everglades: Pollution, Invasive Species\*, Habitat Destruction, Endangered Species
- Restoration of the Everglades

**Plan and implement a videoconference with Cypress Palm Middle School, Naples, Florida.**

## Stage 1- Desired Results

### **Standards-Based Learning Goals:**

**Magnet Sustainability:** Students explore how nature sustains life on earth. Students explore ways to balance human needs with nature's laws. **Activism:** Students research issues and determine actions that can make a difference. •Students take actions that affect their local and global communities. **Inquiry.** Students explore by closely observing, formulating questions, analyzing systems, drawing conclusions. **Technology.** Students use technology to communicate locally and globally. **Careers.** Students connect classroom studies with future careers.

**ELA. Standard 1:** Students will read, write, listen, and speak for information and understanding. **1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.** **Standard 2:** Students will read, write, listen, and speak for literary response and expression. **Standard 3:** Students will read, write, listen, and speak for critical analysis and evaluation. **1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.** **Standard 4:** Students will read, write, listen, and speak for social interaction.

### Concepts

Macro-concept: Big idea

Stewardship, Endurance, Wildness

**Magnet School Theme:**

**Sustainability, Inquiry, Activism, Careers, Technology**

#### **Enduring Understandings**

**Wildness.** Wildness is essential for diversity.

Diversity is essential for human life.

“In wildness is the preservation of the World” by Henry David Thoreau

**Stewardship.** As humans, we are responsible for the health of our world. “There are no passengers on Spaceship Earth. We are all crew.” ~Marshall McLuhan, 1964

**Endurance.** To endure, we have to know, care and act. “If all mankind were to disappear, the world would regenerate back to the rich state of equilibrium that existed ten thousand years ago. If insects were to vanish, the environment would collapse into chaos.” ~Edward O. Wilson

**Overarching Essential Question: (this question should connect to your school theme)**

- How can we advocate to keep the Everglades green?
- What’s so good about the wild?
- Why is human life dependent on wildness?
  
- How do we balance human and non-human needs?
- Protagoras of Abdera (c. 480-410 B.C.) wrote that “Man is the measure of all things.” Is this true?

### Content and Skills

#### **Content - Part I**

- “The Alligator Poem” by Mary Oliver
- Predictions
- Sensory Details
- Similes
- “Some Rivers”
- Fluency
- Comprehension Strategies
- Theme
- Inferencing
- Sensory Details
- Metaphors
- Vocabulary
- Exposition: Setting
- Characterization
- Conflict

#### **Skills - Part I – Poetry/Fiction**

- Noticing/Describing details in Images
- Visualize
- Identify Details
- Identify Literary Devices
- Inference
- Determine - Main idea/Theme
- Identify Pt. of View
- Meaning of words in context
- Relate to own experience
- Compare and contrast

#### **Skills - Part II – Non-Fiction**

- Take Notes on flora and fauna, history
- alligators
- Determine Relevant Info
- Navigate GoogleEarth
- Use Track Star
- Use searchme.com and search-cube.com

#### **Skills – Part III – Presentations**

**Powerpoints, Idocs, Wiki, website**

## Stage 2- Summative Assessment Evidence

**If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.**

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal). Students will research the Everglades and determine if the wildness of the Everglades should be restored and sustained. Students select a way to advocate for the Everglades.

R- (role). Students will be “Everglades Stewards” and be part of the Everglades Stewardship Program.

A- (audience). Students will present their products **to classmates, school administrators, Everglades' school community, and government officials.**

S- (situation). After reading fiction and non-fiction about the Everglades, students will advocate for **the American alligator and the Everglades, one of the most unique ecosystems on Earth.**

P- (purpose and product).

**One of the following, PowerPoint, PSA iDoc, Website, or Wiki on:**

- **History of the Everglades – geological, early inhabitants, Seminole Indians**
- **Everglades Ecosystem – Flora, Fauna, keystone species**
- **Dangers to the Everglades: Pollution, Invasive Species\*, Habitat Destruction, Endangered Species**
- **Restoration of the Everglades**

**Culminating Event: Videoconference with Cypress Palm Middle School, Naples, Florida. Sharing of work with Cypress students.**

S- (standards for performance).

### **Standards-Based Learning Goals:**

**Standard 1:** Students will read, write, listen, and speak for information and understanding. **1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.**

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**Standard 3:** Students will read, write, listen, and speak for critical analysis and evaluation. **1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.**

**Standard 4:** Students will read, write, listen, and speak for social interaction.

**Student Task.** In the space below, write the task exactly as students will see it.  
You should give this task to them on the first day of the unit. This way they know where they are going.

**The Everglades Stewardship Program - Everglades National Park  
2009 Crocodile Row. Everglades, Florida 21709**



**Dear Student:**

**Congratulations! We are pleased to inform you that you have been accepted as a fellow in the elite Everglades Stewardship program. As an Everglades Steward, you join a community of scholars, social scientists, artists, and activists whose research and advocacy are saving the American alligator and the Everglades, one of the most unique ecosystems on Earth.**

**You will be asked to think about the following Essential Questions**

- **What's so good about wildness?**
- **Are alligators our friends or foes?**
- **How do we use our senses to understand the world around us? How can poetry, stories (fiction), and research help us make sense of the world?**

**Your mission is to advocate for the Everglades by researching and publishing one of the following:**

- **History of the Everglades – geological, early inhabitants, Seminole Indians**
- **Everglades Ecosystem – Flora, Fauna, keystone species**
- **Dangers to the Everglades: Pollution, Invasive Species\*, Habitat Destruction, Endangered Species**
- **Restoration of the Everglades-plans & progress**

**You will publish your research through one of the following Culminating Projects:**

**PowerPoint Brochure**

**Persuasive PSA**

**Class Website [www.ning](http://www.ning) or Wikispace on one of the following:**

**Please read and return the enclosed contract, so you can start your work as soon as possible.**