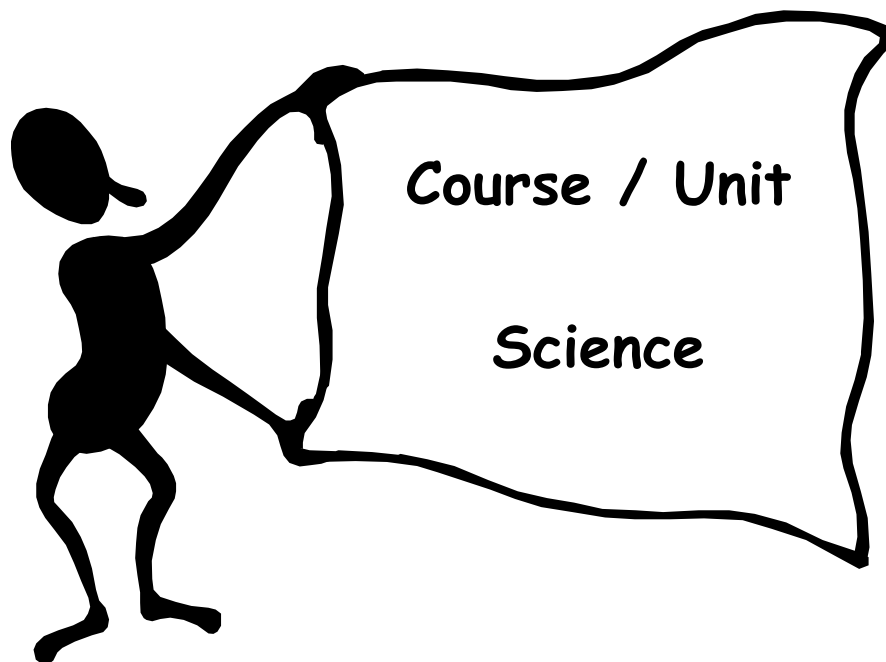


New York City Department of Education Magnet Program District 25 & 28

Shamena Alli
Robert Van Wyck Middle School 217Q
85-05 144th Street
Briarwood, NY 11435
(718) 657-1120



Essential Question: Why is it important to preserve our living, green environment?

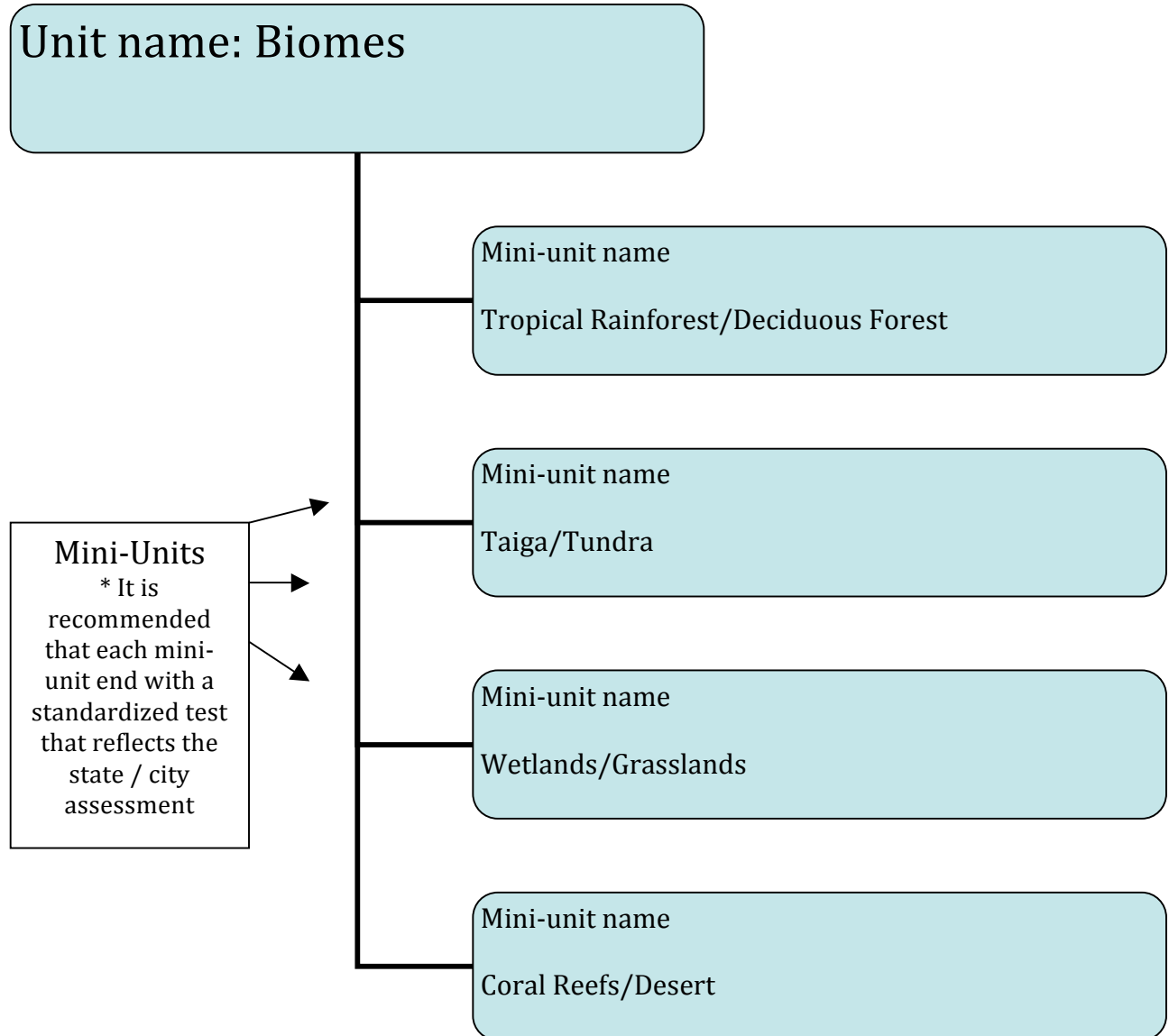
Suggested Time Frame: 4-6 weeks

Theme: Biodiversity

Graphic Overview of Unit

Suggested Time Frame: 4- 6 weeks

Essential Question: Why is it important to preserve our living, green environment?



Unit's Culminating Project: (briefly explain in 2-3 sentences):
Students will prepare a report on preserving our biomes for the District 28 residents who will influence legislatures to enact laws on preserving our **environment**.

Stage 1- Desired Results

Standards-Based Learning Goals:

S2c S4a S5c S6a
 S2d S5e S6b
 S2e S5f S7e

Big Ideas for this Unit

In any particular environment, the preservation of plant and animal life depends on the physical conditions.

In all environments--freshwater, marine, forest, desert, grassland, mountain, and other--organisms with similar needs may compete with one another for resources which may not be reliable.

The benefits of the earth's resources—such as fresh water, air, soil, and trees can be sustained or can be reduced by using them wastefully or by deliberately or inadvertently destroying them.

Water conservation is required for all biomes, including ones with opposite compositions, namely, coral reefs and deserts.

Magnet School Theme:

Going Green and Career Exploration in the Arts, Sciences and Technology

How does the Big Idea in your unit connect to your theme?

The big idea, that the survival of organisms depends on the physical conditions in which they live, fits with the school's theme of going green as protection of the environment is critical to going green. That is being ecologically responsible.

Enduring Understandings

- **We are responsible for our own actions.**
- **Every action has an equal and opposite reaction.**
- **We control our own destinies.**

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

Why is it important to preserve our living, green environment?

Content and Skills	
<p>Content Students will know...</p> <ul style="list-style-type: none"> • The different plants and animals of each biome. • How plants and animals coexist in each biome. • How plants and animals make adaptations to their living environments. 	<p>Skills Students will be able to...</p> <ul style="list-style-type: none"> • Complete a T-chart comparing plants to animals in each biome. • Write a diary entry for one week in a specific biome. • Write a point of view piece from an animal's perspective in each of the biomes.

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.
<ul style="list-style-type: none"> ➤ 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. <p>G- (goal) Your goal is to create a report about our living environment.</p> <p>R- (role) You are a Department of Environmental Protection (DEP) coordinator involved in community relations.</p> <p>A- (audience) The audience is people who reside in District 28 who can exert influence on legislatures.</p> <p>S- (situation)</p>

You have been asked to convince them that we have to preserve our environment. The people who reside in District 28 will be able to write, speak and suggest legislation to their government representatives about preserving our living environments.

P- (purpose and product)

You need to prepare a report on preserving our biomes to the District 28 residents who will influence legislatures to enact laws on preserving our biomes. A study on each biome will be conducted and the results will be analyzed for usage and consumption. Technology will also be used to display and predict future usage.

Biome Study

How many different types of plant and animal species exist in each biome?

What are some ways that we can preserve biomes?

What kind of future can you see for us in ten years, knowing what we know about our resources?

S- (standards for performance)

- **Your report needs to include**
 - ❖ A clear rationale, with facts, to support the need to preserve our way of living.
 - ❖ Results of the biome study.

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.

Congratulations! You have been selected to **embark on a wild adventure into the study of biomes for the next six weeks!** We will be studying many aspects of each habitat! What lives there to what happens when species become extinct! Each student will be researching and developing a form of media to show how plants and animals cohabitate and what impact this has on us in each biome. It will be your responsibility to devise a way of showing how we can preserve our way of life. Examine the different types of media and the main features. Choose one media to show your information. Examine the research to make sure your information is factual! Remember not all information on the internet is factual! Your work will be graded on how well you display the information researched and what creative ways you can come up with to preserve our way of life.

Good luck with your research!

Rubric For Culminating Project

www.rubistar.com

CATEGORY	4	3	2	1
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized.	Content is logically organized for the most part.	Content organization is flawed	There was no clear or logical organizational structure.
Originality	Shows a large amount of original thought. Ideas are creative and inventive.	Shows some original thought.	Uses other people's ideas but there is little evidence of original thinking.	Very little originality.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Fonts, color, or effects distract from the content.	Overall appearance of media is sloppy.

