

Time Frame / Month	October
Unit Title/ Microconcept	Global Warming Are We in Crisis?
Macro- concept / connection to theme	Change Students will understand that: <ul style="list-style-type: none"> • The world is changing. • There is more than one perspective on an issue. • We need to evaluate the validity and accuracy of information in order to develop informed judgments.
Essential Questions	<p>Macro: What is change? How does change effect/impact our daily lives? Do we have a personal responsibility to our planet? What is social responsibility?</p> <p>Micro: What is global warming? What changes are occurring in the world?</p> <p>Topical question....</p> <p>For many years, scientists have predicted that global warming would change our climate. Suppose their predictions are correct, and the best that we can hope for is to slow and then halt the warming. Examine several ways in which this could be done. Which way or ways would be the most effective? What changes would occur in the lives of ordinary people if your plan were put into action?</p>
Content	<ul style="list-style-type: none"> • Essential vocabulary for understanding global warming (greenhouse effect, fossil fuels, infrared radiation, carbon dioxide) • Bias found in information • Changes in our world (temperature rise, ice melt, increase in rate and strength of storms) • Effects of changes in our world
Skills	<ul style="list-style-type: none"> • Learn what bias is. • Learn how to determine if a source is reliable. • Use research skills to support or refute Al Gore's claims that we are in a global warming crisis. • Explain whether or not you agree with the global warming crisis with supporting evidence. • Work in groups to develop PowerPoint presentations on assigned chapters of

	<p>the book, <i>An Inconvenient Truth</i> by Al Gore.</p> <ul style="list-style-type: none"> • Write about personal responsibility to Earth and ways in which individuals could help the planet.
Assessments	<p>You are an environmental scientist invited to attend a worldwide symposium on global warming. World leaders will be attending. They will look to you for guidance and to follow your lead on whether or not we should take drastic measures or slow, meaningful ones to care for Planet Earth. You need to convince world leaders whether or not we are in a global warming crisis and what our responsibility is to our planet. Choose from the following:</p> <ul style="list-style-type: none"> • You will create a mini-book, a power point presentation, OR a presentation board in which you explain what global warming is, how the world is changing, whether or not you support or refute Al Gore's claims that we are in a crisis, and what our responsibility is to this planet and what we should do to help. • You must include evidence/support from a minimum of four reliable sources. • You must include an accurate bibliography. • Include a title, labels / chapter titles / slide titles, and at least four illustrations with captions. • Your work will be graded by the rubric we devise together as a class. • You will present your projects and they will be on display.

Unit name: Global Warming-Are we in crisis?

Teacher/School: Ms. Hillary Aleshin M.S. 217 Green Magnet

Time Frame: One month

Stage 1 Desired Result

Standards Based Learning Goals:

N.Y.S. Standards

Grade 8 Reading

Standard 1: Students will read, write, listen, and speak for information and understanding.

- Draw conclusions and make references on the basis of explicit and implied information.
- Formulate questions to be answered by reading informational text.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

- Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts. For example-- consider the background and qualifications of the writer; question the writer's assumptions, beliefs, intentions, and biases; evaluate examples, details, or reasons used to support ideas; identify techniques the author uses to persuade.

- Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal.
- Suspend judgment until all information has been presented.

Grade 8 Writing

Standard 1: Students will read, write, listen, and speak for information and understanding.

- Use several sources of information, in addition to an encyclopedia, to develop research reports.
- Use research notes, using a note taking process.
- Use paraphrase and quotation correctly.
- Support ideas with examples, definitions, analogies, and direct references to the text.
- Cite sources in notes and bibliography, using correct form.

Concepts

Macro-concept: Big idea

Change

Micro-concept: content idea

Global Warming

Are we in crisis?

Macroconcept Understandings

Students will understand that...

- The world is changing.
- There are two sides of an issue.
- We need to evaluate the validity and accuracy of information in order to develop informed judgments.

Microconcept Understandings

Students will understand that...

- Some people believe we are in a global warming crisis.
- Others believe that Al Gore amongst others is using scare tactics to persuade the public that we are in dire need of drastic changes.
- What we do as individuals may have a direct impact on the earth's environment

Questions

Universal Essential Questions

What is social responsibility?
How do we distinguish between reliable and unreliable information?

Content Guiding Questions

- What is global warming?
- What is the climate crisis all about?
- What changes are occurring in the world? Are they natural occurrences or created by mankind?
- What should we or can we do to help?
- Are we in a global warming dilemma?
- Should we believe Al Gore's message? Is his information reliable

Knowledge and Skills

Students will know ...

- Essential vocabulary for understanding what global warming is.
- That there is more than one side to an issue.
- That bias exists in informative text
- The proper way to paraphrase and quote.
- The proper way to document a source.

Do

Students will be able to ...

- Use research skills to support or refute Al Gore's claims about global warming.
- Explain whether or not they agree with the global warming crisis.
- Understand what bias is.
- Determine if a source is reliable or not.
- Work in groups on an assigned chapter from *An Inconvenient Truth* by Al Gore and develop a PowerPoint presentation to teach the class about information presented in the chapter.
- Write about ways in which individuals could help

	planet Earth.
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