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|  PROJECT OVERVIEW page 1 |
| **Name of Project:** | Survival of the Fittest | **Duration:**  | 3 weeks |
| **Subject/Course:** | Writing and Science |  **Teacher(s): Lindsay Gates & Stephanie Skinner** | **Grade Level:** | 4th |
| **Other Subject Areas to Be Included, if any:** |   |
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| **Project Idea****Summary of the issue, challenge, investigation, scenario, or problem:** | In Science, students will study the effects of environmental change, whether it is a natural or human-caused change, on the survival of plants and animals. They will learn about the different types of change and study real-life examples of the effects these changes have on an animal’s habitat and their lives. In Writing, students will use informational and fiction writing strategies to create a “Create Your Own Adventure” story that incorporates survival skills, cause and effect of environmental change, and using grade-level appropriate technology (Google Docs and Google Forms). As a culminating activity, students will demonstrate their learning through the use of a video newscast, creating a game, or another appropriate activity. |
| **Driving Question** | How do human and natural events affect animals’ environments and their lives, and what responsibility do we have to improve conditions? |
| **CCSS to be taught and assessed:** | [ELA-LITERACY.W.4.3](http://www.corestandards.org/ELA-Literacy/W/4/3/), [CCSS.ELA-LITERACY.W.4.3.A](http://www.corestandards.org/ELA-Literacy/W/4/3/a/), [CCSS.ELA-LITERACY.W.4.3.B](http://www.corestandards.org/ELA-Literacy/W/4/3/b/), [CCSS.ELA-LITERACY.W.4.3.C](http://www.corestandards.org/ELA-Literacy/W/4/3/c/), [CCSS.ELA-LITERACY.W.4.3.D](http://www.corestandards.org/ELA-Literacy/W/4/3/d/), [CCSS.ELA-LITERACY.W.4.3.E](http://www.corestandards.org/ELA-Literacy/W/4/3/e/) |
| **Additional Standards to be taught and assessed:** | * L.EC.E.2 Changed Environment Effects - When the environment changes, some plants and animals survive to reproduce; others die or move to new locations.
* L.EC.04.21 Explain how environmental changes can produce a change in the food web.
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| **21st Century Competencies to be taught and assessed:** | Collaboration | x | Creativity & Innovation  |  |
| Communication (Oral Presentation) |  | Other: |  |
| Critical Thinking |  |  |  |
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| **Major Products & Performances** | Group: | Students will create a “Create Your Own Adventure” story that incorporates knowledge about the effects of environmental change on animals’ habitats. At the end of our PBL unit, students will create a video newscast, a game for others to play, or another final product. Students may do this in a group or individually. | **Presentation Audience** **Presentation Audience:**  Class School  |
|  | Class |
|  | School |
| x | Community (Families) |
| Individual: | Students will create a “Create Your Own Adventure” story that incorporates knowledge about the effects of environmental change on animals’ habitats. At the end of our PBL unit, students will create a video newscast, a game for others to play, or another final product. Students may do this in a group or individually. |  | Experts |
|  | Web |
| x | Other: Peers |
|  PROJECT OVERVIEW page 2 |  |  |  |  |  |
| **Entry Event** tolaunch inquiryand engage students: | After students learn about the basics of this unit (parts of a food chain, what animals need to survive), they will view an emotionally impacting video/slideshow of effects to the environment and of animals that are endangered or have lost their habitat. This video/slideshow will leave them with the urge to DO something to help the situation.  |
| **Assessments** | **Formative Assessments**(During Project) | Quizzes/Tests | x | Practice Presentations |  |
| Journal/Learning Log | x | Notes x |  |
| Preliminary Plans/Outlines/Prototypes |  | Checklists |  |
| Rough Drafts |  | Concept Maps |  |
| Online Tests/Exams |  | Other: |  |
| **Summative Assessments**(End of Project) | Written Product(s), with rubric: “Choose Your Own Adventure” story | x | Other Product(s) or Performance(s), withrubric: Final product, such as video newscast or student-created game |  |
| Oral Presentation, with rubric |  | Peer Evaluation x |  |
| Multiple Choice/Short Answer Test  | x | Self-Evaluation |  |
| Essay Test |  | Other: |  |
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| **Resources Needed** | **On-site people, facilities:** | Classrooms, module, students, teachers, and families |
| **Equipment:** | Ipads, devices with video capabilities, a “shooting” location for newscasts with a background, projector with pull-down screen, chromebooks for google docs and forms |
| **Materials:** | art supplies for creating games |
| **Community resources:** | family members, \*Deb Wilson, For-Mar nature expert |
|  |
| **Reflection Methods** | **(Individual, Group, and/or Whole Class)** | Journal/Learning Log |  | Focus Group |  |
| Whole-Class Discussion |  | Fishbowl Discussion |  |
| Survey (Google form) | x | Other: |  |