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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. | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **21st Century Competencies to be taught and assessed:** | | | Collaboration | | | | | | x | | | Creativity & Innovation | | | | | | |  | |
| Communication (Oral Presentation) | | | | | |  | | | Other: | | | | | | |  | |
| Critical Thinking | | | | | |  | | |  | | | | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | |
| **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** to  launch inquiry  and 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), with  rubric: 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: | | | | | |  |
|  | | | | | | | | | | | | | | | | | | | | |
| **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: | | | | | |  | |