



Performance Task Plan

Title	Relationships Among/Between Living Things and their Environment (Composting Infomercial)
Grade	3 rd
Time Line	9 class periods
Designer(s)	Tanya Cheeves

Project Sketch

(a short summary of the unit including expected/possible products)

Through this unit, the students will map out their own watershed (Upper Chattahoochee) and identify how human uses affect the quality of the water. They will delve into their own responsibilities to the planet that include recycling, conservation, and appreciation for the natural environment. The culminating task will be to create an infomercial on the topic of composting. The exemplary products will have an authentic audience and be used on the school news program to inform the school about our compost bin.

Instructional Focus

Compelling Question: How do MY choices impact my environment?

	<i>Focus</i>	<i>Complementary</i>	<i>NETS-s</i>
Standards	<p>S3L2. Students will recognize the effects of pollution and humans on the environment.</p> <p>a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.</p> <p>b. Identify ways to protect the environment.</p> <ul style="list-style-type: none"> • Conservation of resources • Recycling of materials <p>3. RIT.1 Key Ideas and Details</p> <p>3RIT 7Integration of Knowledge and Ideas</p> <p>3W7 Research to Build and Present Knowledge</p> <p>3.SL.5 Presentation of Knowledge and Ideas</p> <p>Recognize that the supply of many resources is limited, and that resources can be extended through recycling and decreased use. Understand how people and the environment are interrelated: understand how physical environments are affected by human activities.</p>	<p>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <p>a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.</p> <p>b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.</p> <p>c. Identify features of animals that allow them to live and thrive in different regions of Georgia.</p> <p>d. Explain what will happen to an organism if the habitat is changed.</p> <p>3.SL.4 Presentation of Knowledge and Ideas</p> <p>CIM Correlation Science Common Curriculum Goal Understanding the relationships of living things and between living things and their environment: describe changes to the environment that have caused the populations of some species to change.</p>	<p>Creativity and Innovation</p> <p>b. Create original works as a means of personal or group expression</p> <p>Communication and Collaboration</p> <p>b. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>d. Contribute to project teams to produce original works or solve problems</p> <p>Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information.</p> <p>b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p> <p>Critical Thinking, Problem Solving, and Decision Making</p> <p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>Identify and define authentic problems and significant questions for investigation</p> <p>b. Plan and manage activities to develop a solution or complete a project.</p>



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Assessment (Milestones)				
<i>Diagnostic</i>		<i>Formative</i>		<i>Summative</i>
<p>Watershed Socrative Questions We used Socrative (short answer) at the start of the unit and at several checkpoints along the way. At the beginning of the unit, I asked the students to “Describe a watershed.” This gave me a glimpse of the current stage of learning. Since we only meet once a week, I began each session with a question to check on knowledge retention. This allowed me to see if the learner was keeping up with the content or possibly needed review.</p>		<p>Chattahoochee River Quiz Socrative SOC-439558</p> <p>Reduce, Reuse, Recycle</p> <p>What We Learned</p> <p>Journal Questions</p> <p>Vocabulary Quiz</p>		<p>Compost Data Sheet</p> <p>Infomercial Performance Task</p> <p>Rubric</p>
Instructional Plan				
	<i>Teacher Role</i>	<i>Student Role</i>	<i>Milestones</i>	<i>Resources/Materials</i>
Introduction	<p>Introduce the Performance Task –Review Rubric</p> <p>You have been contacted by Denise Carleton. She is an environmental advocate in Forsyth County. She has arranged for Tyson Foods Company to donate a compost bin to Shiloh Point. Your job is to create an infomercial that will inform the students of Shiloh Point about the importance of composting. First, you will need to thoroughly research composting and gather the information to create a school infomercial. Use Edmodo to access the steps, forms and research links. Good luck!</p>	<p>Students will form groups and review the performance sheet. They will look over the rubric on Edmodo prior to beginning the project.</p>	<p>Watershed Socrative Questions</p> <p>Journal Questions</p> <p>Compost Data Sheet</p>	<p>Devices: Edmodo</p> <p>Compost Performance Task Intro Sheet</p> <p>Project Rubric</p>



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Closure & Reflection	<p>Teacher will show infomercials in class and complete rubrics.</p>	<p>Groups will introduce their infomercials and answer questions.</p>	<p>Infomercials Final Products</p>	<p>Individual Journal Response</p>
	<p>Teacher will select exemplary work to share on the school news program.</p>	<p>Students will complete feedback cards for each group based on the rubric. Students will also give their own project a score, complete the "What we learned" form, and their Journal response.</p>	<p>Feedback Cards from audience</p>	<p>Group What We Learned Response</p>
<p>Differentiation <i>(How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment?)</i></p>				
<p>Remediation: Vocabulary Words : http://quizlet.com/6398679/recycling-vocabulary-flash-cards/ Quiz:: http://quizlet.com/6398679/test/ Create electronic flashcards/storykit/wixie</p> <p>Enrichment: Advanced Vocabulary: http://quizlet.com/4196127/watersheds-quiz-flash-cards/ Advanced Vocabulary quiz : http://quizlet.com/4196127/test/</p>				
<p>Teacher Reflection/Notes <i>(As you were implementing this project in the classroom, what worked well? What needed to be changed, adjusted? What would you do differently next time?)</i></p>				
<p>This unit was very well received. We were able to have several different community speakers talk with the group and give a hands-on demonstration of the watershed and how it works. The problem with the project is that I only see the students once a week. The gap each week can easily create a gap in their learning and they need some review prior to class beginning.</p>				