

Experience Overview
<b>Unit Title:</b> The One and Only Ivan – Conservation Advocacy
<b>Essential Question:</b> - <b>What are actions we can take to limit the negative human impact on biodiversity around the world?</b>
<b>Target Grade Level:</b> 4
<b>Unit Summary:</b> As part of a book study on <u>The One and Only Ivan</u> , students will develop detailed plans of action to combat the destruction of plant and animal life around the world. With the DIY.org patch ZOOLOGIST as our guide, students will complete challenges to increase content knowledge while developing a plan of advocacy.
Standards Addressed
<p><b>Science:</b> 4-ESS3 – Generate and compare multiple solutions to reduce the impact of humans on earth.</p> <p><b>Technology/21<sup>st</sup> Century Skills:</b> Creativity and Innovation, Critical Thinking, Problem Solving and Decision Making</p> <p><b>Engineering:</b> 3-5-ETS1-1 – Ask questions, make observations, and gather information to define a simple problem solved through the development of a new or improved object or tool. 3-5-ETS1-3 – Analyze data from tests of two objects designed to solve the same problem to compare strengths and weaknesses of how each performs.</p> <p><b>Arts:</b> AH-P-SA-U-2 – Understand the principles of design and the elements of visual arts. AH-P-SA-U-4 – Understand that existing and emerging technologies can inspire new applications of structural components.</p> <p><b>Math:</b> CCSS.Math.Practice.MP1 – Make sense of problems and persevere in solving them.</p>

\*Lesson plans subject to change.

\*\*Accommodations/Modifications – for student specific accommodations, see classroom wall tray.

Learning Targets	Learning Activities/Instructional Strategies	Formative/Summative Assessments
<p>We can... ...analyze the negative effect of human activity on nature.</p> <p>See additional learning targets on STEAM Lab website</p>	<p>Day 1: Design Thinking Exercise – Students explore Design Studio Pro game and Design Thinking Process. Introduction to week’s activities through Brainpop w/pre-assessment</p> <p>Day 2: Review ZOOLOGIST as a career. Discuss biodiversity. Explore World Wildlife Fund website.</p>	<ul style="list-style-type: none"> <li>• Anecdotal notes</li> <li>• Teacher observation</li> <li>• Brainpop.com Pre-Assessment (Day 1)</li> <li>• Self-Assessment</li> <li>• Day 4/5 Project</li> </ul>
<p><b>Critical Vocabulary</b></p>		<p><b>Questioning Examples</b></p>
<p>See individual learning menus for critical vocabulary</p>	<p>Days 3-4: Plan of Action and DIY.org Exploration Complete at least 3 of the following challenges to earn DIY patch:</p>	<p>How have today’s experiences inspired me? What was my biggest success today? What was my biggest failure today? How could I reteach what I learned? How is what I’ve created...</p>
<p><b>Accommodations/Modifications</b></p>	<p>Photograph an Animal in the Wild Build a Wildlife Habitat</p>	<p>...beautiful? ...thoughtful? ...personally meaningful? ...sophisticated? ...shareable? ...moving? ...enduring?</p>
<p>Technology, visual timer, redirection, corrective feedback, preferential seating, model targeted skills/direction, structured transition with advanced warning, frequent and positive feedback, instruction based on student interest, instruction based on MAP data</p>	<p>Design a Fantasy Animal Track a Wild Animal Protect the Wild from Trash Create a Habitat Diorama Make an Audio Recording of the Wild Make a Model of Metamorphosis Make an Anatomical Model</p> <p>Day 5: TPGES Benchmark Assessment for Strang</p>	

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