

Date:	6/15/15
Grade/Class/Subject:	5th Grade Science
Unit Topic or Theme:	Earth Science: Cumulative Project Assessment 1 week lessons
Content Standards:	<p><u>Standards:</u> S5E1c Students will relate the role of technology and human intervention in the control of constructive and destructive processes. ELACC5W7,8- Students will research to build and present knowledge. 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 5.SL.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>ISTE: 2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>
Key Vocabulary:	constructive processes, destructive processes, earthquake, fault, seismology, weathering, deposition, erosion, sediment, constructive, mechanical and chemical weathering, volcanoes
Technology Materials:	IPads, Lap Tops IPads: use videolicious app for final presentation Lap Tops: use Google slides, Powerpoint, Prezi
Strategies:	research, note-taking, graphic organizer, video production to demonstrate content mastery
SAMR Features:	Substitution- Copy and paste for taking research notes. Redefinition- Creation of presentation
Opening Activity:	Project is to be used at the end of Earth Science: Constructive and Destructive Processes and Human Interventions Unit. *Show students the Livebinder and show them how to use livebinder. http://www.livebinders.com/play/play?id=1523919&backurl=/shelf/my
Additional Instructional Activities:	Instructional Activities: Students will be assigned a topic to research from the following categories; Hurricane Katrina, Japanese Tsunami, The Dust Bowl, and Colorado Floods and Fires. 1. The students will access research articles, videos, and pictures from a teacher created livebinder http://www.livebinders.com/play/play?id=1523919&backurl=/shelf/my .

	<p>2. The students will read the articles for their assigned topics as well as watch video clips to help answer teacher made questions relating to their disaster.</p> <p>3. Once the questions are answered, the students will go into the file on science website containing pictures from the disaster and choose 5-10 pictures.</p> <p>4. After choosing 5-10 pictures students will write a “news story” script utilizing prior knowledge from research to explain the event they researched and answer the research questions.</p> <p>5. Students will then put pictures in the videolicious app and record themselves reading the script for the pictures. The final project will be present to the class.</p> <p>Assessment will occur on the presentation of the project as well as the written script and research.</p>
Formative Assessment:	Check understanding of content by reviewing answers to research questions.
Summative Assessment:	Rubric will be used to grade project completion for final assessment.

Please include all necessary attachments.

- All information, documents, unit lessons, QR code, and final project examples are contained on the Earth Science Unit Project livebinder <http://www.livebinders.com/play/play?present=true&id=1523919#anchor>