**Molloy College**

**Division of Education**

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**NYS-CCLS/+ NYS STANDARDS AND INDICATORS**

**Civic Literacy: 2017 Standards for Preparing Social Studies Teachers**

**Standard 5: Professional Responsibility**

Candidates will expand on their knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities

Indicators: *This will be evident when students expand on their knowledge, inquiry skills, and*

*civic dispositions to advance social justice and promote human rights by demonstrating the ways that students can share information with the world.*

**Next Generation Science Standards:**

***HS-ESS3-4.*** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. (NCA-related content: Mitigation, Adaptation***)***

Indicators: *This will be evident when students evaluate or refine a technological solution that*

*reduces impacts of human activities on natural systems by discovering new ways of sharing information on climate change and what we can do about it.*

**INSTRUCTIONAL OBJECTIVE (s)**

After viewing a brief video, engaging in a class discussion about Earth Day and brainstorming ideas on how students can share their information on climate change with others, students will create their “Civic Action Project Plan” inclusive of specific steps to be completed, materials needed, and detailed roles and responsibilities of participating members. Mastery will be assessed on the completion of the Civic Action Project Plan worksheet with no less than eight steps addressed.

**PRIOR ACADEMIC KNOWLEDGE, CONCEPTIONS/MISCONCEPTIONS**

Prior Academic Knowledge: Students will have been introduced to the concept of civic action through prior literature classes as well as to the basic ideas about climate, weather, and human interaction with the environment in previous science lessons.

Misconceptions: Students may be under the impression that their personal impact on the environment doesn’t make a difference because they are only one person. Students may not think they have negative impacts on the environment in their everyday lives that could be reduced through simple changes. Students may be somewhat unsure of their personal ability to effect change.

**DEVELOPMENTAL PROCEDURES *(engaging the learner(s)\*)***

**1. Motivation**

The teacher will introduce this lesson by showing the video, *“What is Earth Day? The History” and initiate an Earth Day* brainstorming activity. [Video 3 mins] https://www.youtube.com/watch?v=6WA8FpGI5Sw 2. The teacher will generate a summative discussion to define the concept of and the

purpose for Earth Day. (What is Earth day? Why was it started? Why should we learn about the earth? Should we get involved in Earth Day? Why? Why not? [4 min] 3. Within their groups, students will engage in a “turn and talk ” with a partner to answer the question, What are some ways people can honor and celebrate Earth Day? [3 mins] 4. Students will share their turn and talk responses with the class as the teacher posts

students’ responses on the SMART Board. [3 mins] 5. The teacher will hand out *Steps To My Project worksheet* and lead a teacher-directed

discussion with the class guided by the following questions: *What some of the ways that we might share our climate change projects? Which of the ways that we might share our climate change projects do you think would be most effective? Which of the ways that we might share our climate change projects are you most comfortable with?* 6. The teacher will go over and model the directions for the *Civic Action Project Plan*

worksheet with the students and remind the students that use any of the ideas identified in the above discussion for their civic literacy project. *(Why do you think it is important to share their project with others?)* [10 min] **7.** The teacher will separate the students into groups of mixed abilities (Charlie Butler, Julia

S., and PJ Marckesano). Students will work on a “Steps To My Project” worksheet. The teacher will evaluate students, ask questions, answer questions, and refocus students if needed. (*How are you planning on sharing your project with others? What steps do you need to take for your project? What are some symbols you can draw to represent your project? How can you get others attention? How can we get our message across to*

*others? What are ways we can get people to remember our projects and hopefully allow them to act in their daily lives?)* [20 min] 8. The teacher will assign roles to each student in the group. Charlie Butler will be in charge of technology and time keeping. Julia S. will be in charge of speaking and sharing the group's ideas with others. PJ Marckesano will be in charge of drawing any symbols or illustrations related to their project. (*How will your group be presenting your project? What technology will you be using for your project? How much time will you need for your project presentation? What are some important symbols or pictures you can use for your project to attract others?)* [10 mins] **9.** After completing the project worksheets, the teachers will ask the students to talk to their

groups about their civic literacy project and then report out to the class. “Think/Pair/Share” *(Did you and your group members have similar answers? How will this help you change the world for the better? How did the lesson make you feel and why? )* [10 min]

**ASSESSMENT *(formal & informal)***

Following the lesson, the students will complete a fill in the blank worksheet that will assess their knowledge on Earth day. The teacher will grade worksheets from each student using attached rubric to determine if the objectives have been achieved.

Formal Assessment

● Student’s comprehension will be assessed through the teacher made worksheet using attached rubric

● The teacher will be able to discover what the students' takeaway from the lesson was based on their response on the index card collected at closure of lesson.

● Independent practice Informal Assessment

● Students will be assessed during the lesson through discussion and verbal responses to questions asked during the lesson. The teacher will be able to observe the students in order to make sure they are understanding the concept being taught.

● The teacher will be able to observe students' contributions to group discussions in order to gauge their understanding of the concept.

**INSTRUCTIONAL STRATEGIES *(learning Strategies\*)***

**Brainstorming** (allow students to provide insight and ideas to gain wider knowledge of content)

Indicator: This will be evident when the teacher collects data from students. (Ex: Stop and Jot, Questions) **Discussion** (engaging in meaningful discussion about the content)

Indicator: This will be evident when the teacher and student discuss four ways to share their project with others. (Ex: Think/pair/share) **Guided Questions** (asking a variety of different types of questions on various levels of Bloom’s Taxonomy)

Indicator: This will be evident while the teacher explains the worksheet and through the activity portion of the lesson.

**ADAPTATIONS *(Exceptionality\*)* Student 1**

● The student will work with his 1:1 mentor for support and assistance.

● The student will be able to draw responses to convey ideas without writing.

● The Teachers will speak slowly and clearly when giving instructions or discussing ideas.

**Student 2**

* The student will work in group.

● The student will be provided with a classmate as a mentor if she needs any support.

● The student will be provided indicators on when to stop and listen to further instructions.

● The Teacher will speak slowly and clearly when giving instructions or discussing ideas.

**Student 3**

● The student will work with his 1:1 mentor for support and reassurance.

● The student who struggles in groups will be provided a 1:1 aide or a classmate who they feel comfortable working with.

● The student will be provided indicators on when to stop and listen to further instructions.

● The student will be able to draw responses to convey ideas without writing.

● The Teachers will speak slowly and clearly when giving instructions or discussing ideas.

**DIFFERENTIATION OF INSTRUCTION**

Visual Learner

Visual learners will benefit from viewing a video on Earth Day.

Modeling The teachers will give demonstrations on the board to guide their students to come up with their own ideas.

Auditory Learner

Auditory learners will benefit from participating in the class discussion and listening to the video about Earth Day and sharing their projects with others to spread information.

Tiered Worksheets

Students will have their own adaptation worksheets.

Advanced student

Advanced students will benefit by gaining insights of their peers through discussion to see multiple viewpoints.

Choices Students will have the choice of different worksheets to choose from.

Grouping Mixed Ability

All students will benefit by being placed in groups of 3 with one student from each level working together on completing the worksheet.

Coaching The teachers will guide the students through the worksheets.

**References**

● Youtube video: https://www.youtube.com/watch?v=6WA8FpGI5Sw

● Worksheet: Steps To My Project http://cdn.worldslargestlesson.globalgoals.org/2016/09/Blue-Capes-Global-Game-Chang ers-Global-Goals-Lesson-FINAL.pdf

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Adaptation worksheet (Charlie/Pj) Steps To My Project

I am going to help Sustainable Development Goal \_\_\_\_\_\_\_\_\_

My project is this:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Draw a picture/pictures of what my project is about!

Steps to My Goal Resources Needed