

Stage 1 - Desired Results		
<p>ESTABLISHED GOALS (CCSS)</p> <p>RST 9.6 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p>RST 9.7 - Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST 9.8 - Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>RI 9.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Identify renewable and nonrenewable resources</p> <p>Describe a number of different alternative energy sources</p> <p>Practice conservation of resources</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Resources are natural substances or energy that can be used for our benefit.</p> <p>Some resources are limited.</p> <p>Resources need to be properly managed so people can continue to benefit from them.</p> <p>There are alternative resources that can be explored that will not run out and can be better for the environment.</p>	<p>ESSENTIAL QUESTIONS:</p> <p>What is the difference between renewable and nonrenewable resources?</p> <p>How are atmospheric gases renewed?</p> <p>Why is soil an important resource?</p> <p>Why is most water on the earth not readily available for our use?</p> <p>What is the biggest problem regarding the use of minerals and ores?</p> <p>How do we conserve energy?</p> <p>What are some alternative energy sources?</p> <p>What are some environmental problems associated with the use of natural resources?</p> <p>How do we conserve resources?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>Which resources are renewable and which are not.</p> <p>The cycles that exist to renew certain resources like the oxygen cycle, nitrogen cycle, carbon cycle, water cycle, and rock cycle.</p> <p>The issues associated with some of the different resources and how the problems can be avoided.</p>	<p><i>Students will be skilled at...</i></p> <p>Identifying and classifying a variety of renewable and nonrenewable resources including alternative resources.</p> <p>How to conserve water, air, soil, fossil fuels, forests, and a number of other natural resources.</p> <p>Recognizing environmental problems.</p>

	<p><i>That even though a resource is abundant, it might not be available or viable.</i></p> <p><i>The importance of conservation of resources</i></p> <p><i>The pros and cons of alternative energy sources.</i></p>	
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence				
PERFORMANCE TASKS	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS): Identify the uses and benefits of various natural resources.</p> <p>Design an alternative resource model that is currently in use today, or one of your own original design.</p>				
CLAIMS	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"><u>CLAIM 1</u></td> <td style="border-bottom: 1px solid black; width: 25%;"><u>CLAIM 2</u></td> <td style="border-bottom: 1px solid black; width: 25%;"><u>CLAIM 3</u></td> <td style="border-bottom: 1px solid black; width: 25%;"><u>CLAIM 4</u></td> </tr> </table>	<u>CLAIM 1</u>	<u>CLAIM 2</u>	<u>CLAIM 3</u>	<u>CLAIM 4</u>
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DEPTH OF KNOWLEDGE LEVELS	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"><u>DOK 1</u></td> <td style="border-bottom: 1px solid black; width: 25%;"><u>DOK2</u></td> <td style="border-bottom: 1px solid black; width: 25%;"><u>DOK 3</u></td> <td style="border-bottom: 1px solid black; width: 25%;"><u>DOK4</u></td> </tr> </table>	<u>DOK 1</u>	<u>DOK2</u>	<u>DOK 3</u>	<u>DOK4</u>
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ACHIEVEMENT LEVEL DESCRIPTORS	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 25%;"><u>ALD 1</u></td> <td style="border-bottom: 1px solid black; width: 25%;"><u>ALD 2</u></td> <td style="border-bottom: 1px solid black; width: 25%;"><u>ALD 3</u></td> <td style="border-bottom: 1px solid black; width: 25%;"><u>ALD 4</u></td> </tr> </table>	<u>ALD 1</u>	<u>ALD 2</u>	<u>ALD 3</u>	<u>ALD 4</u>
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Stage 3 – Learning Plan

<p>Notes/discussion on renewable and nonrenewable resources, alternative sources, conservation, and environmental issues.</p> <p>Model of an alternative resource (Earth Day Project)</p>
