Unit Plan **Essential Understanding(s): Students will know and be able to use resources to find evidence to support a claim.** **Essential Question(s): How can we support a claim with evidence?** **Final Product: A written solution to a problem that cites at least 2 sources of information that lead students to their conclusions.**	**Approx dates:** **May 2013**	**Grade: 6**

Rationale: Students will be learning science content and writing skills through this project. The science content is part of the 6th grade science curriculum, and they will use knowledge of that content to solve a problem, write claims, and support their claims with evidence. These skills will be used throughout the rest of their educational careers and beyond. In addition, these skills are part of the Citywide Instructional Expectations for 2012-2013.

Common Core Standards	**IFC Skills (*see aligned assessments below)**
Reading: CCSS.ELA-Literacy.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. **Writing:** CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Summarizes information that answers research questions Takes notes using one or more of a variety of note-taking strategies.

Key Lessons deconstructed from CCSS/IFC:

- Introduction of website and project (pre-assessment in notebooks)
- Student work period – note taking (notebooks)
- Student work period – organizing notes and sources (worksheet)
- Student work period – submitting response (assessments on website)

Vocabulary to model, embed in conversation, encourage and notice: Life Alive Organism	**Resources:** Sites.google.com/site/ms88isitalive Discovery Education – several videos on life 2 articles from Grolier on Life Computers for student use

Pre- and Post-Assessment/Final Product: *How will you know your students have learned this?*

Pre-assessment: Short response: Is spinach alive?

Post-assessment: Students will decide if the slime specified on the website is alive and give evidence drawn from videos and articles to support their claims.

Evaluation: *What worked well, changes to make, what resources were helpful?* • The website and independent investigation format worked very well for student engagement. • Next year, find an alternate way for students to submit assessments – the Google Form was not as easy to read as we would have liked. • Next year, allot more time and attention to helping students organize their notes to create effective responses.	**Differentiation strategies:** Videos – all students can access and get information from videos Articles – 2 different reading levels, same information Evidence – Some students will cite 2 pieces of evidence and some will cite 3 Partners – students will gather information and determine if the substances are alive in pairs Responses – Students will respond for either one OR both substances

Extensions/Follow-up: Students will use these skills (learning from videos, taking notes, using research to solve science problems) in future science projects.