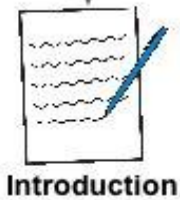


**Human Influences on the Environment**

Create a short essay about human influences on the environment and what we can do about it by using what you learned through others, the activity you participated in, and your own knowledge of human impacts. You should get information through the notes you took from the videos and what you experienced/observed through getting to do an activity that enabled you to reuse plastic bottles rather than just throwing them in the garbage.



### Human Influences on the Environment



**Introduction**



**Environmental Problem**

**Environmental Problem**

Define one environmental problem that can be attributed to human influence by using the facts discovered through your observation of the videos we watched in class and the activity that you did with plastic bottles.



**Human Impact**

**Human Impact**

Give examples of how humans have caused the problem. Provide evidence from your activity and what you have seen through other peoples' lives and experiences.



**Long-Term Effects**



**Solution(s)**

- Reduce
  - Reuse
  - Recycle
- Take it into the community.



**Summary**

Name Katy King

## Lesson Plan Template

Lesson Segment Focus Human Impacts Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed Human Influence on the Environment Date 1/28/19 Grade 6

### Student Outcomes

Specific learning objectives for this lesson.	Students will create different ways to better the environment by learning about human impacts and then being able to experiment with different uses for plastic bottles.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	They can connect this to what they have already learned about their community around them and their environment in general.
Knowledge of students background (personal, cultural, or community assets)	Students should have some knowledge about recycling and what happens if we choose to just throw our plastic away.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<b>6-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</b>
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	With this lesson, students are getting to choose what they do as far as the activity goes and they are watching videos so they have many options and they are getting to hear from someone other than me who has real life experience with what we are studying.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Reduce, reuse, recycle, pollution, human impacts
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### Materials

Materials needed by teacher for <b>this lesson.</b>	Used plastic bottles, soil, plant seeds, water, zippers
Materials needed by students for <b>this lesson.</b>	Scissors, glue

### Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5-10 min.	<b><u>Introduction:</u></b>	To introduce this lesson, I will show students videos of what happens to the plastic that is thrown away (in our oceans, piling up on lands and ruining them). This will give them an understanding of the importance of reusing or recycling their plastics.
30 min.	<b><u>Instruction:</u></b>	For the lesson, students will have several options. I will provide them with plastic bottles and they have the choice of creating a plant holder, an organizer, or a storage container. If they choose to do the plant holder, they will cut the top off of the bottles and turn them upside down and put them in the bottom of the bottle. They will put three holes in the top part and pour water into the bottom that will be stored there. Then, they will put soil in the bottom with a seed inside the soil and then put their plants in the window of the classroom and will be able to water it daily. If they choose to do the organizer, they can choose how to cut it and put it together. For the storage container, they will cut two bottoms off of bottles and glue the zipper on either of one, attach it to the other one, and then come up with different ideas for what they can store inside.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5-10 min.	<b>Closure:</b>	For the end of the lesson, I will show a video of people who have chosen to do the zero waste life. This will allow students to see that there are people out there that don't just pick up recycling every once in a while, but they live their entire life in ways that create a better environment for themselves and those around them.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	For this lesson, students with learning disabilities, I could modify it and make it to where I'm choosing for them what they make just so it isn't overwhelming or too much of a task to decide what would be best.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>For this specific lesson, students are given multiple ways to create the project. It doesn't have to be the exact same thing for every one of them.</b>
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;  
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;  
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<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>