CTSC/Yonkers SMART Start 2021-22
School Name: Enrico Fermi
Teacher Designer Names: Mark Sylaj, Mrs. Viruet-Morales, & Mr. Betancourt

Name of Project: Community Garden
Grade: 6

Big Idea:

Unit #:
Design Date Start:
Est. Launch Date:
Duration of Project/Unit:

STAGE 1: DESIRED RESULTS

Enduring Understandings:

- Your decisions and how you interact with your community affects your quality of life.
- The things people use in their daily lives is influenced by their environment and culture.

Essential Question(s):
(MEANT TO BE SHARED WITH STUDENTS)

- How can we provide for and impact our community?
- How can we leverage our experiences in our garden to positively impact our community?

Established Goals (Standards, Performance Indicators, Learning Goals):
*choose relevant standards to unit/project plan timing and learning goals; do not need to use all disciplines below.
** unpack into SWK and SWBAT under identified standards as this will lead to aligned assessment design
Standards Unpacking Examples

Science Standards:

- RST.6-8.3 Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context

Social Studies Standards:
A. Gathering, Interpreting and Using Evidence

- Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

Mathematics Standards:

- NY-6.G.2 Find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- NY-6.G.4 Represent three dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of real-world and mathematical problems.
- NY-6.NS.8- Solve real-world and mathematical problems by graphing points on a coordinate plane.
- NY-6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.

ELA Standards:

- CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- CCSS.ELA-LITERACY.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Technology Standards:

- RI 5, RI 7 Use age appropriate technologies to locate, collect, organize content from media collection for specific purposes, citing sources.

Social Justice Standards:

- DI.6-8.6 Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Links to Standards/Reference Frameworks:
NGSS, **NGSS by DCI** **Nat'l C3 SS Framework**, **NYS K-8 SS Standards**, **Common Core**, **ISTE**, **Learning for Justice Social Justice Standards**, **CASEL SEL Framework**, **NYS CS and Digital Fluency**

Unpacking Standards Verbs

Students will know (SWK):	**Students will be able to do (SWBAT):**
SCIENCE:	
Students will know how energy is transferred from sunlight.	**Students will be able to explain the process of photosynthesis.**
The relationship between living and non-living things.	**Students will be able to explain characteristics of living things.**
How your ecosystem can determine your quality of life.	**Students will compare and contrast different ecosystems.**
ELA:	
How to use close reading strategy to comprehend and analyze informational text used as research to respond to the essential question.	**Students will conduct their own research to be able to answer questions.**
How to annotate text with the essential question in mind.	**Students will annotate the text and create their own questions.**

STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative:

Goal: *Students will plan and establish a community garden in an urban environment*
Students will leverage our experiences in our garden to positively impact our community

Students plan, create and participate in an outreach event to share some of the benefits of their school garden — educational, experiential, and material — with others in the community.

Role: They gather data to evaluate the impact of their event, and use this data to develop ideas for increasing community engagement and multiplying the effect of their school garden. Students then plan and execute a campaign to address a need, issue, or problem they have discovered in their community. Students will determine a space for the garden and establish allotted time to

Audience:

Plan and participate in an outreach event that shares the benefits of your school garden with people in your *community members and students*.

Situation: *Set the context of the scenario. Define the narrative.*
Application
• Identify areas where human and/or environmental characteristics of your community need improvement.
Analysis
• Determine a community need that can be addressed through a service learning public awareness campaign.
Synthesis
• Plan and execute a service learning public awareness campaign that brings attention to a community need and motivates action for improvement.
Evaluation
• Reflect on the effectiveness of your service learning project and assess its impact on your Community. Who will it directly and indirectly effect?

Product(s): *Clarify what the students will create and why they will create it.*

- ∉ Fresh produce for the community
- ∉ Students will likely have built relationships and have a general understanding of some of the challenges their community may face.
- Share with students that the purpose of this exercise is to map their community and identify challenges so they can develop an action plan to address one of these challenges.
- Evaluate the available space in our school /community.

Standards (criteria for success): *Provide students with a clear picture of success. Identify specific standards for success.*

- ❑ Asking Questions and Defining Problems
- ❑ Planning and Carrying Out Investigations
- ❑ Developing and Using Models
- ❑ Using Mathematics and Computational Thinking
- ❑ Constructing Explanations and Designing Solutions
- ❑ Engaging in Argument from Evidence

Other Evidence/Assessments:
for Evaluation

1. *Describe some benefits of the school garden that you can share with others.*
Educational benefits such as learning how nature works in the garden, gaining knowledge about different plants and animals, and developing a variety of science and gardening skills; experiential benefits that come from working in and enjoying the garden; and material benefits such as food and flowers.

2. Give examples of how you can inform people about the benefits of your garden in an engaging way.
Answers could include signage, presentations, demonstrations, and activities, as well as different forms of publicity.

3. Describe how you participated in your school garden community outreach event.
Answers will vary, but students should be able to describe how they contributed to preparations for the event and the role they played at the event.

4. Give examples of data you can collect to measure the impact of a community outreach event.
Answers could include a count of attendees at the event, an estimate of people reached through publicity for the event, observations of attendee reactions during the event, and attendee feedback.

5. Present an assessment of your school garden event based on data and your personal impressions.
Answers will vary, but students should include at least one data-based measurement of the event's success in their assessment.

6. Why is it important to share the benefits of your garden with others in your community?
Answers will vary, but students should recognize that sharing the garden with others helps people connect more with nature, resulting in increased awareness of the need to protect and preserve it, and sends the message that doing so is an important part of a vital and healthy community

7. Evaluate -