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Wonder, Compassion, Creativity, Resilience



www.westendsecondary.com

6th Grade Expeditions

Expedition 1: Me to We

Guiding Question(s): How do I collaborate to form a community?

Kick Off:

Students were Expedition Detectives. Students were reminded that an expedition is a learning journey that we go on together. They used a note-catcher to capture, or catch, their thinking during each class. As they went to each of their classes they were trying to discover what was the theme of the expedition. For Math students learned about collaboration in the classroom. In Science, they had to work together to navigate through a digital escape room while making connections to the various roles that scientists play in curing diseases. In Social Studies, students had to work together to investigate scientists' combined roll in us knowing about history. In ELA students, completed an individual "six word memoir" and then shared them with each other in small groups, ultimately combining them to create a group "six word memoir" that attempted to capture the essence of the entire group. In Physical Education students were in groups sharing who they are and what physical activities they enjoy and can bring to WESS to teach others.

Presentation of Learning

The Me to We expedition aims to help students recognize what they bring to WESS as unique individuals and how they contribute to their new school community. Students' experiences at Sharpe Reservation are important to this expedition because they develop bonds with their crew-mates and engage in group-building initiatives.

In Social Studies, students investigate how Paleolithic and Neolithic people collaborated in the past. In Science, they collaborate to build worm farms and conduct plastics investigations. In ELA, they read and wrote about various aspects of identity and the multiple elements of culture. In Math, they make connections between their study of rational numbers and their properties to our lives and communities. Across all of our classrooms, students learned to celebrate individuality and practice working together.

Students learn how collaboration plays an important role in going from Me to We. In classes, students explore collaboration from the perspective of personal artifacts, Paleolithic and Neolithic, and how materials are combined to make plastics. As a Crew, students build a monument that represents their collaboration. For the Presentation of Learning, students share a lesson that they learned about collaboration from one of their classes. Students share their learning with their crews and crew families.

Expedition Assessment of Learning

As an interdisciplinary project in Social Studies, ELA, and Science students create a project that puts them as a Neolithic person. The project responds to the prompt: Your Neolithic civilization is celebrating their 100th year as a community! At a town hall meeting, you are going to convince your community members why your plan to celebrate the centennial is the most effective way to highlight the advancements your community has made. You will talk about how your community once lived as Hunter-Gatherers and what that experience was like, how you communicated and celebrated your values through cave paintings, and how you have changed over the years. You will also discuss the advancements that led you to be the strong Neolithic community you are today and your hopes for future impact.

Modifications for Remote Learning

During remote learning, students worked with Take Two Film Academy to create autobiographical films. For the Presentation of Learning, students then shared these films with eighth grade students. After sharing their personal films, students were then able to express how they view their personal growth, going from an individual to a member of the WESS community.



English Language Arts

Case Study 1: "Me"

Long Term Learning Target(s):

- I can analyze textual evidence from fiction and accurate, credible sources.
- I can craft well supported arguments.
- I can use and decode relevant, grade-level, domain-specific vocabulary

Assessment of Learning:

- [Identity - Quote Analysis](#)

○ [AoL rubric](#)

Students spend time during their first case study exploring all of the different aspects of their identities that make them, them. Students read a variety of short texts that allow them to consider these different components. As a skill focus, students wrote short argumentative quote analysis paragraphs in response to a guiding question. Students were asked to write a clear claim in response to the guiding question, choose textual evidence from the text provided, and analyze how their quotes helped support their larger argument. A focus was also placed on their ability to use formal, academic language in their writing pieces.

Texts Read/Resources Used:

1. Fish Cheeks Amy Tan
2. Where I'm from poem George Ella Lyon
3. Jorge Chica
4. "For the Love of Stuff" by Julie Beck

Case Study 2: "We"

Long Term Learning Target(s):

- I can analyze textual evidence from fiction and accurate, credible sources.
- I can craft well supported arguments.
- I can craft well supported arguments about the transition from paleolithic to neolithic communities.
- I can demonstrate command of the mechanics of English.

Assessment of Learning:

- [Stereotypes - Quote Analysis](#)
 - [AoL rubric](#)
- [Assessment of Learning](#): Interdisciplinary Project with SS, ELA ,and Science. Your Neolithic civilization is celebrating their 100th year as a community! At a town hall meeting, you are going to convince your community members why your plan to celebrate the centennial is the most effective way to highlight the advancements your community has made. You will talk about how your community once lived as Hunter-Gatherers and what that experience was like, how you communicated and celebrated your values through cave paintings, and how you have changed over the years. You will also discuss the advancements that led you to be the strong Neolithic community you are today and your hopes for future impact.

In the second case study, students began to explore how the individuals that they learned about in "Me" come together to represent a larger, compassionate, tolerant whole. We first explored the dangers of "a single story" and how easy it is to form implicit biases about people and groups of people. Students learned to be aware of these tendencies in an effort to move past them as a community. We used American Born Chinese to talk about stereotypes, and collective culture and how we form groups around social constructs such as race, gender, etc. As a culminating experience, students worked on a larger AoL with Social Studies and Science in which they discussed how the individual (me) works within a larger group/culture (we)

Texts Read/Resources Used:

- American Born Chinese by Gene Luen Yang

Social Studies

Case Study: Aquitaine

Long Term Learning Target(s):

- I can analyze evidence to inform my understanding of hunter-gatherer life.
- I can analyze how collaboration helped the Paleolithic Era develop into the Neolithic Era.

[Assessment of Learning](#): Interdisciplinary Project with SS, ELA ,and Science.

Your Neolithic civilization is celebrating their 100th year as a community! At a town hall meeting, you are going to convince your community members why your plan to celebrate the centennial is the most effective way to highlight the advancements your community has made. You will talk about how your community once lived as Hunter-Gatherers and what that experience was like, how you communicated and celebrated your values through cave paintings, and how you have changed over the years. You will also discuss the advancements that led you to be the strong Neolithic community you are today and your hopes for future impact.

Students study the Paleolithic people through the region of Aquitaine, France in order to gain a better understanding of hunter-gatherers, specifically looking at their form of communication, what they ate, and how they got it and their invention of tools. Additionally, connecting to our expedition of Me to We, students learn about the Neolithic people and how when hunter-gatherers collaborated they learned that they could farm and domesticate animals to form communities.

Students also learn about scientists (archaeologists, historians, anthropologists, and geographers) who study ancient times by Skyping with an archaeologist.

Science

Case Study: Amazon Fires

Long Term Learning Target(s): I can make connections between the Amazon Fires and their impact on photosynthesis and decomposition.

Guiding Question(s): What is the role of photosynthesis and decomposition in nature?

Assessment of Learning: Are the fires in the Amazon helpful or harmful? Students will investigate the fires that have been spreading across the Amazon rainforest and making inferences as to the impact on the environment. Through studies of photosynthesis and decomposition, students will make connections and draw conclusions as to the role that these two processes play in the cycle of

Assessment of Learning: Interdisciplinary Project with SS, ELA ,and Science.

Your Neolithic civilization is celebrating their 100th year as a community! At a town hall meeting, you are going to convince your community members why your plan to celebrate the centennial is the most effective way to highlight the advancements your community has made. You will talk about the role that photosynthesis and decomposition played in the development and advancement of the farming revolution. You will also discuss the advancements that led you to be the strong Neolithic community you are today and your hopes for future impact.

In science, students' experiences are preparing them to develop a deep understanding of their role in caring for the environment. In their study of the Amazon RainForest Fires, students will discover the impact of the forest on the land and investigate the role that photosynthesis and decomposition play. They will discover how recycling takes place in nature as they observe the role and impact of decomposition. Students will study the role of carbon in the atmosphere and investigate the various types of renewable and nonrenewable resources through simulations and labs.

Math

Case Study 1: Factors & Multiples

Long Term Learning Target(s): I can find common factors and multiples and apply it to

real world problems.

Assessment of Learning: Quiz & Performance Task

Students review factors and multiples of whole numbers. They then find the least common multiple and greatest common factors of sets of numbers. They solve applied word problems using LCM and GCF. Lastly they apply their knowledge of factors to rewrite the sum of two numbers in the form of the distributive property.

Case Study 2: Fraction Division

Long Term Learning Target(s): I can divide fractions by fractions and apply it to real world problems.

Assessment of Learning: Quiz & Performance Task

Students reviewed adding, Subtracting and multiplying fractions. They then worked on word problems with fraction division. First students learned the concept through visual models. After practice with that they learned the algorithm for how to solve. Lastly, they have to determine when which strategy (visual model or algorithm) is most efficient.

Case Study 3: Decimal Operations

Long Term Learning Target(s): I can compute fluently with multi-digit decimal numbers and solve applied real world problems.

Assessment of Learning: Quiz & Performance Task

Students reviewed adding and subtracting decimals. Then students learned multiplying and dividing using the traditional algorithms. Students had to recognize the differences between the strategies they learned in prior years and the strategies for decimals this year. All problems were taught through a real world context.

Dance

Case Study 1: Warm Up

Long Term Learning Target(s): I can design a Warm Up.

Assessment of Learning: Flipgrid Warm Up Video

Dancers will learn about basic anatomy and the components of an effective Warm Up- Pulse Raisers, Joint Mobilizers, and Short Stretches. They will then design their own Warm Up, and create a Warm Up video using Flipgrid.

Case Study 2: Thriller

Long Term Learning Target(s):

- I can dance as part of an ensemble.
- I can create a motif of Thriller.

Assessment of Learning: Flipgrid Thriller Theme and Motif Videos

Dancers will learn about theme and motif in choreography through the lens of Michael Jackson's Thriller. As a class ensemble, we will learn a modified section of the famous choreography created by Michael Peters, Jackson's choreographer. They will then create their own motifs. A motif is a recurring idea that helps to develop a theme, and is often used as a choreographic tool. Dancers will film our theme choreography and their individual motifs on Flipgrid.

Gym

Case Study: Moving Our Bodies

Long Term Learning Target(s): I can identify different movements to help me understand how and what muscles are being used.

Assessment of Learning: Flipgrid video, Quiz

Students will learn how to adapt tools at home to use as equipment for fitness and sports. Understanding the difference between locomotors and non locomotor movements humans use to move around as they familiarize themselves with different muscles on their bodies.

Expedition 2: Hero's Journey

Guiding Question(s): How do we overcome challenges?

Presentation of Learning

[As a culminating event for the Hero's Journey expedition, students will present their learning on the Hero's Journey expedition in which they have investigated the question: "How do we overcome challenges?" In science, students learned about how our journey through life impacts our human microbiome. To present their learning in science, students will share with audience members their Microbiome Lab Reports. In English Language Arts (ELA), students learned about modern day heroes who fight for better healthcare in New York City. They conducted fieldwork in the "Infection Connection" exhibit at the Liberty Science Center and the "Germ City" exhibit at the Museum of the City of New York to build background knowledge about activism and disease. These experiences helped them develop activism campaigns that aim to equitably improve the health of New Yorkers.

In social studies and science, students have applied their knowledge of disease and ancient Egyptian civilization to construct a film script that follows the Hero's Journey literary arc. Students visited the Egyptian wing of the MET where they sketched outfits that were common in ancient Egypt civilizations. In partnership with Marquis studio, they used their designs to create costumes and props for their films. Many films allude to access to health care in ancient Egypt, connecting their activism work in ELA with their understanding of social classes in ancient Egypt. Through this expedition, students learned from experts including an Egyptologist, a social worker who works with HIV+ teens as well as professional actors and filmmakers from Take Two Film Academy. In a sense, our students have become heroes as they have overcome the challenges of collaboration and revision in their process of creating beautiful and insightful work products.]

Expedition Assessment of Learning

Assessment of Learning: Students developing their own Mesopotamian epic that follows the Hero's Journey. They apply their knowledge of the elements that made up the Mesopotamian civilization, narrative elements and techniques, and their deep understanding of the Hero's Journey. They will use their narrative writing skills (setting, dialogue, conflict, characterization, vivid details) to develop the stages of their own epic that is rich and detailed and honors the legacy of the Epic of Gilgamesh.

Germes of Ancient Egypt Film

Part One Task: Writing the Film Script

Students work with a group to create a film script in Social Studies and Science with Take Two Film Academy.

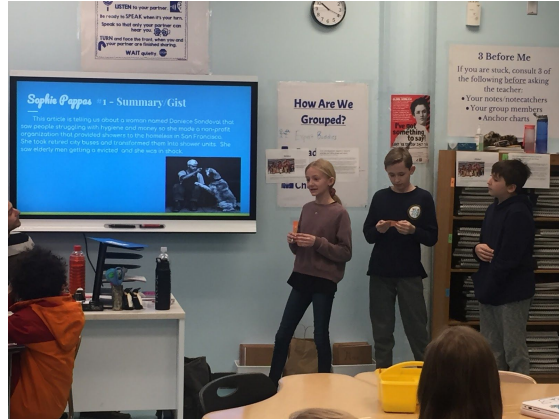
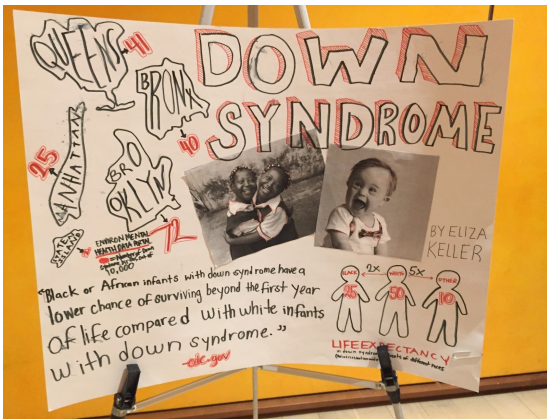
The premise is that an epidemic has swept through their (ancient) city, making many people sick. The government has announced that only certain groups like the upper class will be treated by a healer. They will need to solve the following in their film script:

- What disease is causing this epidemic?
- Who in the city is getting sick and why? How do social classes impact the spread of the epidemic?
- Who needs to be treated first in order to end the epidemic?
- What is the cure?
- What is the impact of religion on the cure for the epidemic?

Part Two Task: Analyzing the Film

- Social Studies:

Students write an analysis of the Egyptian elements used in their film and how they played an important role in making the story authentic.



English Language Arts

Case Study 1: Analyzing and Creating The Hero's Journey

Long Term Learning Target(s):

- I can write creative, organized narratives to engage the reader.

- I can develop my writing by planning, revising, or trying a new approach.

Assessment of Learning:

- **Assessment of Learning:** Students developing their own Mesopotamian epic that follows the Hero's Journey. They apply their knowledge of the elements that made up the Mesopotamian civilization, narrative elements and techniques, and their deep understanding of the Hero's Journey. They will use their narrative writing skills (setting, dialogue, conflict, characterization, vivid details) to develop the stages of their own epic that is rich and detailed and honors the legacy of the Epic of Gilgamesh.

1. Introducing students to the 12 stages of the hero's journey to provide them with a framework in which they can identify and analyze important aspects of stories.
2. Illustrate to students how narrative techniques can be used to have more purposeful and focused analysis work. This is completed while students are reading The Curse of Wessteria.
3. Students use the skills that they have learned from analyzing and discussing examples of hero's journeys to write their own Mesopotamian epics

Case Study 2: Modern Day Heroes - Activism

Long Term Learning Target(s):

- I can create informational presentations and products.
- I can participate and engage in collaborative presentations.
- I can demonstrate command of the mechanics of English.

Guiding Question(s):

- How can modern day heroes use their activism to enact political and social change?

Assessment of Learning:

- **Activism Campaign AoL:** The New York City Department of Health is constantly looking for new ways to address health problems and social inequalities that impact the lives of New Yorkers. One way that the Department of Health often tries to help with these issues is to create projects, programs, and campaigns that focus on one particular health issue. Your task, along with your assigned group, is to create an activism and awareness campaign that addresses a health and social justice issue in New York City.

1. Students are taught about different student activists and all of the different ways that people can participate in activism
2. Students read I Am Malala as a model and analyze The Malala Fund as an example of an activism campaign
3. Students use One NYC to research different health issues that are impacting NYC
4. Students develop an activism campaign that would help with the health issue in some way

Social Studies

Case Study 1: Epic of Gilgamesh

Long Term Learning Target(s): I can apply elements of a civilization through the narrative structure of a Hero's Journey.

Assessment of Learning: Students developing their own Mesopotamian epic that follows the Hero's Journey. They apply their knowledge of the elements that made up the Mesopotamian civilization, narrative elements and techniques, and their deep understanding of the Hero's Journey. They will use their narrative writing skills (setting, dialogue, conflict, characterization, vivid details) to develop the stages of their own epic that is rich and detailed and honors the legacy of the Epic of Gilgamesh.

Students delve into Mesopotamian history by looking at the different criteria (government, written language, city-states) that helped make it a successful civilization. Students are introduced to the Epic of Gilgamesh by participating in a Reader's Theater. Students then apply what they learned about the elements of Mesopotamia to the Epic of Gilgamesh through a close reading. As we continue to explore Mesopotamia students will learn to apply what they have learned about Mesopotamia to a Hero's Journey by creating their own epic hero's journey.

Case Study 2: Myth of Isis and Osiris

Long Term Learning Target(s): I can apply elements of a civilization through the narrative structure of a Hero's Journey.

Assessment of Learning: Interdisciplinary Project with Science

Part One Task: Writing the Film Script

Students work with a group to create a film script in Social Studies and Science with Take Two Film Academy. The premise is that an epidemic has swept through their (ancient) city, making many people sick. The government has announced that only certain groups like the upper class will be treated by a healer. They will need to solve the following in their film script:

- What disease is causing this epidemic?
- Who in the city is getting sick and why? How do social classes impact the spread of the epidemic?
- Who needs to be treated first in order to end the epidemic?
- What is the cure?
- What is the impact of religion on the cure for the epidemic?

Part Two Task: Analyzing the Film

- Social Studies:

Students write an analysis of the Egyptian elements used in their film and how they played an important role in making the story authentic.

Students delve into Egyptian history by looking at the different criteria (government, written language, city-states) that helped make it a successful civilization. Students are introduced to the case study by participating in a Reader's Theater about the Myth of Isis and Osiris. Students then apply what they learned about Egypt to the Myth of Isis and Osiris as well as the Hero's Journey through a close reading of the Myth of Isis and Osiris. Students then complete an interdisciplinary AOL with Science, where students make short films with the help of Take Two Film Academy on the germs in ancient Egypt.

An Egyptologist came to the school to present to students about artifacts and hieroglyphics found in Egypt.

Science

Case Study 1: The Human Microbiome

Long Term Learning Target(s): [I can conduct an experiment that tests the growth rate of microbe colonies.]

Assessment of Learning: [[Microbiome Lab Report](#), [Data and Graph Analysis](#)]

For science, students will be attending the Liberty Science Center. In the Infection Connection exhibit, students will see how the choices we make every day—as individuals and a society—contribute to the spread of infectious diseases.

In science, your children will conduct investigations to uncover how cells and microbes shape the human body. They will then investigate how one's experiences shape one's microbiome. The microbiome, which is currently a popular topic in science, is the collection of microorganisms (such as bacteria, fungi, and viruses) that inhabit the human body. By the end of the expedition, they will be able to construct explanations about ecological interactions that take place between humans and microbes as well as among the microbes that inhabit the human body. We are excited for your children to delve into this fascinating topic as they design and execute experiments, conduct field-work, interview experts in the field, and analyze relevant articles.

Case Study 2: Lyme Disease

Long Term Learning Target(s): I can compose a puppet show that describes relationships between organisms involved in the spread of Lyme Disease.

Assessment of Learning: Write a puppet show that tells the story of a human or a deer that has been infected with Lyme Disease. The cast of your puppet show will include four organisms that are involved in spreading or preventing Lyme Disease. These organisms will be the four characters in your puppet show.

Students have been writing puppet show scripts about the ecological relationships involved in the spread and prevention of Lyme disease. They have made beautiful puppets that they will use to perform their puppet shows to their peers. Students are also in the midst of their Germs of Ancient Egypt film project in which they are researching Ancient Egyptian Medicine and incorporating their findings into their film script. They are working on annotated bibliographies in which they evaluate the resources that they used to conduct research. It's certainly a busy and exciting time of year in science!

Case Studies



English Language Arts

Case Study: World Religions: Origins and Influences

Long Term Learning Target(s):

I can analyze textual evidence from fictional and accurate, credible sources.

I can support my claim with relevant evidence and analysis.

I can organize my writing so that my purpose is clear to the reader.

I can demonstrate command of the mechanics of English

I can compare and contrast characteristics of religious systems.

I can use details from a text to determine its theme or central idea.

I can write a claim for my world religions essay.

Guiding Question(s): Compare and Contrast two world religions

Assessment of Learning: [Assessment of Learning](#): Students write a five paragraph comparative research paper on an Abrahamic religion and an eastern religion.

This is an interdisciplinary AOL with Social Studies. In this case study, students are introduced to the historical aspects of seven major world religions. Students build background knowledge of the origins and practices of the religions through a gallery walk, station rotation, and field work with the culminating activity being a comparative research paper.

The field work for this case study includes sending students to two different locations related to the religions that they are studying so that they can further conduct research for their comparative research paper.

Social Studies

Case Study: World Religions: Origins and Influences

Long Term Learning Target(s): I can compare and contrast characteristics of religious systems.

Guiding Question(s): Compare and contrast two world religions

Assessment of Learning: Students write a five paragraph comparative research paper on an Abrahamic religion and an eastern religion.

In this joint inter-disciplinary case study with ELA, students are introduced to the historical aspects of seven major world religions. Students build background knowledge of the origins and practices of the religions through a gallery walk, station rotation, and field work with the culminating activity being a comparative research paper.

The field work for this case study includes sending students to two different locations related to the religions that they are studying so that they can further conduct research for their comparative research paper.

Science

Case Study: Superstorm Sandy, [4Ts Planning Document](#)

Long Term Learning Target(s): I can evaluate how external factors interacted with Hurricane Sandy.

Guiding Question(s): [Should Sandy be remembered as a hurricane or as a superstorm?]

Assessment of Learning: [Dear Meteorologist _____ (insert your last name here),

We invite you to a press conference on the steps of City Hall to reflect on Hurricane Sandy. It has been six years since Sandy flooded our subways, took the lives of 53 New Yorkers, and caused \$32 billion of damage. For many New Yorkers, the hardship of Hurricane Sandy did not come and go. It has taken years to rid apartments of mold and build homes that were destroyed. We are hosting this press conference to determine whether Sandy should go down in history as a hurricane or a Superstorm.

You may ask, why does this matter?

There are two main reasons why this matters.

The National Weather Service predicted that Hurricane Sandy would not be hurricane status by the time it reached New York. Because of this decision, many people did not board up their homes and evacuate.

Many New Yorkers were not able to access their insurance money because the storm was not classified as a hurricane.

We need to set the record straight for Sandy then go on to make a storm plan that will protect New Yorkers from even the deadliest storms.

Four external factors impacted Sandy: tides, fronts converging, climate change, and jet stream. We have assigned

you an external factor to research in preparation for the Press Conference. Thank you, in advance, for doing thorough and detailed research that will help our great city!

Sincere regards,

Mayor de Blasio]

In science, our 6th graders will investigate the causes and effects of Hurricane Sandy. They will analyze weather maps to compare current weather with the weather during Hurricane Sandy. The learning that they do throughout the case study will prepare them to role play meteorologists. During a "Press Conference," they will explain the factors that caused Hurricane Sandy to be considered a Superstorm. When we kicked off this case study, they had many vivid memories of the hurricane to share. We look forward to helping them discover the multiple factors that made Sandy a catastrophic hurricane.

Math

Case Study(s):

-Rational Numbers

-Number Systems: Factors and Multiples

-Geometry

Long Term Learning Target(s):

I can explain the relationship between the location of a number (on a number line or coordinate plane) and its sign.

I can find and interpret factors and multiples of composite numbers.

I can determine the area of regular and irregular polygons with understanding.

I can determine the area of regular and irregular polygons with understanding.

I can represent three-dimensional shapes using nets.

I can solve real-world problems involving volume.

Assessment(s) of Learning:

Algebraic Equations Quiz

Geometry, Absolute Value, and Inequalities Quiz

Gym

Case Study: Basketball Unit

Long Term Learning Target(s): I can comprehend the history, rules and skills to perform in a game of the sport.

Assessment of Learning: Note Catcher , Basketball kahoot

Students will learn the history of a sport, rules of the game and appreciate how equipment is made as well as practice and understand how skills are performed. In basketball, students will learn skills such as dribbling, passing, scoring a point and layups as well as the sport vocabulary. We will watch videos, have discussions and demonstrate how to perform each skill to our best ability.

Expedition 3: Down the Drain

Guiding Question(s): What is the role of water in our lives?

Kick Off:

As our way of kicking off the “Down the Drain” expedition, students visit a variety of locations around the city to learn about the ecology and history of New York Harbor. At the end of the day, students will take part in a jigsaw with classmates who visited different locations.

Please see the linked [folder](#) for additional information on the Down the Drain POL

Presentation of Learning

The Down the Drain presentation of learning was entirely planned by a group of students. Please see a description below as well as a linked folder to work.

Description: For the Down the Drain PoL, students present a project of their choice. The Down the Drain expedition focused on the Billion Oyster Project, an effort to put one billion oysters in New York Harbor. Students studied topics relating to oysters such as the history of plumbing and how sewage impacts the life of marine animals in Flush.

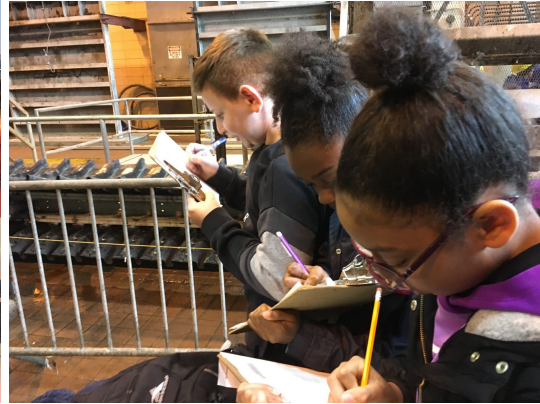
Letter from students to families:

This event will take place at WESS in the Social Studies, Math, ELA, and Science rooms. Each student will choose to present one of their four projects: Science Service Learning projects, Math Survey Projects, Social Studies How-to Books, and ELA two-voice poems. When you first arrive, there will be people handing out schedules and you will grab the schedule with your student’s class on it. After viewing your child's project, feel free to walk around and enjoy the work of the other sixth graders. With viewing all of these projects there will be plenty of excitement and we hope you enjoy the Down the Drain Presentation of Learning (PoL).

[Linked Folder](#)

Expedition Assessment of Learning

[Describe the expedition AoL here - if there was none delete these lines]



English Language Arts

Case Study 1: Perspective in Flush by Carl Hiassen

Long Term Learning Target(s):

- I can analyze how an author develops a character’s perspective.
- I can collaboratively design and facilitate well organized lessons that engage my classmates in collaborative discussion and promote greater understanding.

Guiding Question(s):

- What is the role of water in our lives?
- How is the pollution of waterways impacting New York City residents and the characters of Flush?

Assessment of Learning:

- [Student Led Lesson Rubric:](#)
 - Students will be working in lesson planning groups in lieu of a traditional book club. This project will allow students to take ownership over their own work in the classroom and will also allow them to focus on collaboration and leadership skills.
 - Each week, student groups will take the weekend reading and develop a lesson for the following day, developing their own learning targets, brainstarters, vocab words to highlight, and discussion questions for others to discuss.
 - Later in the week we will choose a particular group who will then lead the class in that lesson.

While reading the book *Flush*, students will be analyzing the ways in which perspective impacts characterization, central conflict, etc. in a novel. The book is told from the perspective of Noah whose father is arrested for sinking another man's boat due to the boat owner dumping their sewage in the ocean rather than disposing of it properly.

The reason for placing a focus on perspective in regards to these two books is twofold: one, it is important for students to recognize the means in which perspective impacts the reader and the novel as a whole. Secondly, it is important for students to recognize perspective plays in their own lives as they navigate differing opinions and analyze bias in the media/texts.

Case Study 2: Perspective in *A Long Walk to Water* by Linda Sue Park

Long Term Learning Target(s):

- I can determine the perspectives of authors and characters.
- I can use details from a text to determine its theme or central idea.
- I can write creative, organized narratives to engage the reader.

Guiding Question(s):

- How does juxtaposing multiple characters help authors develop and contrast their points of view?
- How do culture, time, and place influence the development of identity?

Assessment of Learning:

- [Two Voice Poems:](#) We have read a novel about South Sudan and some articles with factual information about the country, its peoples, and the Second Sudanese Civil War. Now you will have a chance to share what you have learned by writing a research-based two voice poem spoken by Nya and Salva that expresses your ideas about how these characters survived in challenging environments. In your poem you will be using details and quotes from *A Long Walk to Water* and the articles about Sudan.

- The novel *A Long Walk to Water* is written in two perspectives. The book follows Salva Dut, one of the Sudanese Lost Boys. Salva escapes the country's civil war, moves to the United States, and eventually starts a company that installs drinking wells in South Sudan. Nya is a young 11 year old girl living in South Sudan whose entire life revolves around getting water for her family. Salva's organization eventually installs a well in her village.
- The reason for placing a focus on perspective in regards to these two books is twofold: one, it is important for students to recognize the means in which perspective impacts the reader and the novel as a whole. Secondly, it is important for students to recognize perspective plays in their own lives as they navigate differing opinions and analyze bias in the media/texts.

Social Studies

Case Study 1: Down the Ancient Drain

Long Term Learning Target(s): I can evaluate the elements of Greek and Roman civilizations for similarities and

differences.

Assessment of Learning: Students write a “How To” Book for how to create their own civilization that is influenced by ancient Greece and Rome.

During this case study, students will analyze ancient Greek and Roman objects and examine informational texts about both civilizations, identifying similarities and differences as well as the legacy of both civilizations. As a culminating assessment, students will use what they have learned about Greece and Rome to create their own model civilization, selecting the best elements from each.

Case Study 2: Silk Road

Long Term Learning Target(s): I can evaluate the impact the Silk Road had on civilizations.

Assessment of Learning: Students work in groups to create a brief presentation introduces the civilization they studied to their peers by providing: providing background information on the civilization, the goods they were famous for and why they were famous for them, the route your civilization took and why, and the impact the Silk Road and other civilizations had on your civilization.

Students evaluate the impact the Silk Road had on civilizations. As part of their investigation, students read about the historical significance of the Silk Road and then participate in a simulation game where the Silk Road will come to life. Finally, students work together to create a brief Silk Road presentation about what they learned about their civilization.

Science

Case Study 1: Oyster Restoration

Long Term Learning Target(s): [I can conduct a service learning project to improve New York Harbor.]

Assessment of Learning: [[Service Learning Projects](#) The work that students are doing on their Down the Drain Service Learning projects is very inspiring! Many groups are developing marine advocacy and art projects that they will submit to the Bow Seat Ocean Awareness Competition. Other students are conducting experiments that they will report on at the Billion Oyster Project’s Science Symposium on Governors Island. Other groups of students are entering a design challenge to transform our school’s block so that runoff is reduced and less sewage enters New York Harbor.]

For our final sixth grade expedition, “Down the Drain,” students will conduct research on oysters and water quality at our school’s “Oyster Restoration Station” located at the 79th street boat basin.

Our students recently conducted fieldwork at Pier i where WESS has an oyster research station. During this fieldwork excursion, students measured our oysters and monitored water quality. Students will be learning about Wet Weather Discharge Points around the city where sewage flows into the harbor on rainy days. Throughout this expedition, students will uncover the causes of sewage pollution and how it impacts life in the Hudson River. Students will conduct research projects that they will submit to an online contest or present at the Billion Oyster Project Science Symposium.

Math

Case Study 1: Statistics

Long Term Learning Target(s):

I can design and conduct my own statistical experiment related to my study of the microbiome.

I can design and conduct my own statistical experiment.

Assessment of Learning: [Down the Drain AOL](#)

Students investigated a statistical question around the amount of plastic and foam found in the Hudson River. Students were given data about the amounts of plastic and foam that were collected from various locations along the Hudson River. Using that data, students created various data representations and calculated the measures of center and spread. Students then analyzed the data to draw conclusions and make connections between the work done in math class to the knowledge and experience gained in Science.

Gym

Case Study:

Long Term Learning Target(s): I can comprehend the history, rules and skills to perform in a game of the sport.

Assessment of Learning: