



High Quality Work - Planning Template

Product: Invasive Species Poster

Expedition: Great Lakes

Grade Level: 4th

Task: Students will create an 11 x 17 inch poster to inform their audience about the negative impacts of Aquatic Invasive Species and the steps they can take to limit the spread of the species.

Support	Implementation Plan
Identify specific standards (complexity)/ learning targets:	<i>R.I.4.3, R.I.4.4, R.I. 4.5, R.I.4.8, R.I.4.9</i> <i>L 4.1, L 4.2</i> <i>W.4.2, W4.3, W.4.4, W.4.5, W 4.7, W.4.8a</i> <i>S.L.4.3, S.L. 4.4, SL 4.5</i>
Name the non-negotiables: (craftsmanship)	11x17 inch poster-landscape Colored pencil, crayon, marker for outlining Facts are verifiable through multiple sources Sources are documented Illustrations are accurate and detailed
Generate characteristics of quality (craftsmanship):	Impeccable conventions No erasure marks Coloring is neat and in one direction All writing outlined in black ink Space is used wisely
Analyze exemplars and models (craftsmanship):	Group critique and “notice and wonders” with posters from last year
Design a rubric :	Aquatic Invasive Species Poster Rubric
Plan Lessons: (show students exemplars)	BBK (article and close read questions) Audience and purpose Layout and challenges Visual aides Organization of topic into categories Relevant vs Non-relevant information Multiple and reliable sources
Modifications:	
Involve students in self assessment (craftsmanship):	Self - assessment checklist to include non-negotiables, characteristics of craftsmanship, and the writer’s checklist (Need to create)
Engage students in critique (craftsmanship):	Use Peer Critique Protocol
Provide time for the creation of multiple drafts (craftsmanship):	This project takes about 7 class periods of research and an additional 7 class periods of Reading to create posters.
Confer with students:	Monitoring progress and ongoing consultations

Have a public exhibition pre-planned (authenticity):	State Invasive Species Convention Oneida County Invasive Species Poster Contest Placemats for area restaurants	
Make time for reflection:	Proud of... or Struggled with... reflection form	

Guiding Questions: (Post in our rooms)

How were the Great Lakes formed? (Investigate more thoroughly)

How are humans dependent (commercially and ecologically) on the Great Lakes?

What are the effects of the human-environment interaction on the Great Lakes?