The Health of a Community: Environmental Justice in Southeast Michigan

6th Grade - ELA - Module 3

Module Description:

During this module we will study why people live in the areas they live in, and how discrimination of the past and present impacts the health of people living within a community. We will study what a community needs to be healthy, what happens when people in a community are treated unjustly, and what we can do to help maintain healthy communities.

Guiding Questions:

* What historical events led to current population distribution in our region?
* What factors currently influence where people choose to live?
* Which communities are most often impacted by environmental justice issues?
* How can environmental factors impact the health of people within a community?
* How can we take action to help in communities impacted by environmental issues?

Performance Task:

For our final performance task, you will study environmental justice issues that impact our region. You will each create a community guide for residents currently facing an environmental justice issue. You will also work as a whole crew to organize community service projects for other students to help promote the health of these communities.

Throughout the module, as we learn about community health and environmental justice, you will work together to create a documentary film about environmental justice in our area. This film will help raise awareness so that more people can help promote the health of communities in our region with healthy food, clean water and fresh air.

Targets:

The targets below will be assessed in your final product.

|  |
| --- |
| I can prepare for a discussion by conducting research and writing questions with my audience in mind. (SL.6.1)  I can conduct research using reliable internet sources. (W.6.7)  I can use a variety of media to develop and deepen my understanding of a topic or idea. (RI.6.7)  I can write informative/ explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)  I can introduce the topic of my text. (W.6.2a)  I can organize my information using various strategies (e.g. definition/classification, comparison/contrast, cause/effect). (W.6.2a)  I can include headings, graphics, and multimedia to help readers understand my ideas. (W.6.2a)  I can develop the topic with relevant facts, definitions, concrete details, and quotations. (W.6.2b)  I can use transitions to clarify relationships among my ideas. (W.6.2c)  I can use contextually specific language/vocabulary to inform or explain about a topic. (W.6.2d)  I can establish and maintain a formal style in my writing. (W.6.2e)  I can construct a concluding statement or section of an informative/explanatory text. (W.6.2f)  I can produce text (print or non-print) that explores a variety of cultures and perspectives. (W.6.4a)  I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)  I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.6.3)  I can use a variety of sentence structures to make my writing and speaking more interesting. (L.6.3a)  I can maintain consistency in style and tone when writing and speaking. (L.6.3b) |
|
|