## **Instructional Unit Title: Changing Environments**

Science 6<sup>th</sup> Grade

The teacher may provide various lab experiences (e.g., stream table) demonstrating changes to the Earth's surface so that students can identify and differentiate between constructive and destructive forces.



The teacher may provide various videos and other forms of media on the Earth's surface so that students can identify the difference between constructive and destructive forces.



The teacher may introduce abiotic and biotic factors of an ecosystem so that students can identify and explain the difference between the two in a given environment.



The teacher may provide a case study of the interaction between two populations (e.g., wolf and deer population) so that students can analyze data to explain the relationship between these organisms.



The teacher may provide different examples, and forms of media, demonstrating how a food chain (developing into a food web) displays the flow of energy within an ecosystem so that students can identify the flow of energy through organisms in an ecosystem.



The teacher may model the random sampling and capture-mark and release so that the students can demonstrate the method of counting a population in order to describe change over time.



The teacher may provide examples of constructive and/or destructive forces and video clips of an area that has changed over time (e.g., Yellowstone from the 1980's to today) so that students can analyze the impact each force has on the environment and synthesize the relationship between forces that shape the Earth and living organisms.



The teacher may provide examples of the influence constructive and destructive forces have on an ecosystem so that students can predict how environmental changes will impact an ecosystem.



**PERFORMANCE ASSESSMENT:** You are an environmentalist who will analyze a community in which a constructive or destructive force has affected a nearby community. You must choose a medium (Power Point, creating a diorama, making a poster...) and illustrate the environmental change that has occurred (Earthquake, melted glacier that creates a Kettle lake, flood that destroyed an area....) and explain the impact on the organism's population in a community. You will report your findings and impact study to the community.!

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.