The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for ELA Unit 7 – 4th Grade

Grade 4th

Topic: Compacting Science Project in the Ecosystem - Applying the Research Process to Authentic, Real-World Project

Instructional unit: Unit 7: Applying the Research Process to Authentic, Real –World Project (in reference to Week 2 # 4)

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The task: After the teacher demonstrates and the students have produced writings that establish an appropriate organization structure, set a context and engage the reader, maintain a coherent focus throughout, and signal a satisfying closure as it relates to various genres, the students will demonstrate a variety of genres (narrative, persuasive, and informational writing) through a compact project. They will respond to visual and oral texts and media (e.g., film production, electronic media, etc.) that demonstrate an awareness of the presence of various media communication in order to gather and share information, persuade others, and express and understand ideas. In addition, the students will evaluate and judge the role media communication plays through their choices of the project below as it relates to their findings through research...

<table>
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<tr>
<th>Create a 3D Ecosystem</th>
<th>A Plant book</th>
<th>Career as a Veterinarian</th>
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<tr>
<td>Research a rain forest, desert, or ocean of your choice. Illustrate the following using Romaine Bearden design for collages to answer: Where on earth is the ecosystem located? What plants &amp; animals live there? What changes has the ecosystem had on their population within their community? How do the producers, consumers, and decomposers affect the ecosystem? Write persuasive paper to support your 3D Ecosystem.</td>
<td>Choose a plant. Research the plant and its life cycle. Draw a picture of the plant at different stages of its life cycle. Use different sheets of paper for each drawing (at least four different stages). Label the plants of the plant. Add caption to each drawing (type). Make a cover and a table of content, and glossary. Write informational paper to support the plants, background and function.</td>
<td>Observe a veterinarian, interview, and/or research the daily route of a veterinarian. Write a narrative paper of your observation, interview, and/or research.</td>
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<th>Animal Symmetry</th>
<th>Graph the Animal Kingdom</th>
<th>Persuasive Writing: Help Endanger Species Visit</th>
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<td>Create a portfolio based on animals that have symmetry, spherical, radical, and bilateral symmetry. Classify pictures into groups with caption of how they demonstrate symmetry.</td>
<td>Make a chart showing smallest to largest animal by land or water. Your choice. Write an informational paper explain your animal kingdom.</td>
<td>Visit <a href="http://www.mhscience02.com">www.mhscience02.com</a> and locate an organization that protects an endanger species of your choice. Create a flyer and a campaign slogan with letter of the background of the endangered species with a 3 panel poster board to support the cause.</td>
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<th>Create a Globe illustrating the kinds of ecosystem either land or water from the: (land) taiga, grassland, desert, tropical rain forest, (water) saltwater shores, freshwater rivers, freshwater lakes, open sea surface, and open sea deep down. Write an informational paper explaining your illustrated globe background.</th>
<th>You All to be in Pictures</th>
<th>Create a Spin Wheel</th>
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<td>Film yourself explaining a type of organism and its role in its community as a producer, consumer, and decomposer. Write an informational paper in a narrative tone.</td>
<td>Create a spin wheel with captions that give a synopsis of what causes the ecosystem to change. Write a persuasive paper with information back ground</td>
<td></td>
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**Teacher will:**

1. Give the students the choice to work in pairs or group on any one project above. **However, the project selections may be chosen only once.**
2. Provide the students with all the material and/or resources to accomplish their goal

**Students will:**

1. Choose project based on personal interest and/or experience
2. Work collaboratively on the project
3. Make an oral presentation
4. Submit a written explanation concerning the topic

**Differentiation:** Students are to choose which project they want to do and if they want two or three people in their group.
Focus Standard:
ELA4LSV2 The students listen to and view various forms of text and media in order to gather and share information, persuade others, and express and understand ideas
   a. Shapes information to achieve a particular purpose and appeal to the interest and background knowledge of audience members.
   b. Judge the extent to which the media provides a source of entertainment as well as a source of information.
   c. Project a sense of individuality and personality in selecting and organizing content and in delivery.

S4L2 Students will identify factors that affect the survival or extinction of organisms such as adaptation of behaviors and external feature
   a. Identify external features of organism that allows them to survive or reproduce better
   b. Identify factors that may have led to the extinction of some organism

MM4A1. Students will explore rational functions.
Investigate and explain characteristics of rational functions, including symmetry, graphical

Circumstances of the assignment / Notes to the Teachers: This task supports the writing process. Students will continue to analyze informational text structure using research while applying Bloom’s Taxonomy.