



WESTSIDE
ATLANTA CHARTER SCHOOL

Curriculum Map

QTR 1:	Grade: 6 th	YEAR: 2018-2019
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Humanities			
Date	Standard	Assessment	Additional Info.
Week 1	S6E1a Evolution <i>Determine changes in models of Earth's position in the solar system, and origins of the universe as evidence that scientific theories change with the addition of new information.</i>	Formative Assessment: <ul style="list-style-type: none"> <input type="checkbox"/> Evolution (Pre) 	<u>Stile Cosmo's Lesson:</u> → Evolution Evolution Lab (Mission 1) Framework Unit (Universe & Solar System)
Week 2	S6E1b Evolution <i>Develop a model to represent the position of the solar system in the Milky Way galaxy and in the known universe.</i>	Formative Assessment: <ul style="list-style-type: none"> <input type="checkbox"/> Milky Way <input type="checkbox"/> Scientific theories <input type="checkbox"/> Origins of the Universe Summative Assessment: <ul style="list-style-type: none"> <input type="checkbox"/> Stile=Evolution <input type="checkbox"/> Writing Prompt 	<u>Stile Cosmo's Lesson:</u> → Evolution → The Universe Evolution Lab (Mission 2) Science Now {Give Me Some Space} Writing Prompt Framework Unit (Universe & Solar System)
Week 3	S6E1b & c Evolution <i>b. Develop a model to represent the position of the solar</i>	Formative Assessment: <ul style="list-style-type: none"> <input type="checkbox"/> Milky Way 	<u>Stile Cosmo's Lesson:</u> → The Universe

	<p>system in the Milky Way galaxy and in the known universe.</p> <p>c. Analyze and interpret data to compare and contrast the planets in our solar system in terms of:</p> <ol style="list-style-type: none"> i. size relative to Earth ii. surface and atmospheric features iii. relative distance from the sun iv. ability to support life. 	<ul style="list-style-type: none"> <input type="checkbox"/> Planets <input type="checkbox"/> Compare & contrast planets <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stile=The Universe 	<p>Evolution Lab (Mission 3)</p> <p>Framework Unit (Universe & Solar System)</p>
Week 4	<p>S6E1c Evolution</p> <p>d. Analyze and interpret data to compare and contrast the planets in our solar system in terms of:</p> <ol style="list-style-type: none"> i. size relative to Earth ii. surface and atmospheric features iii. relative distance from the sun iv. ability to support life. 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Planets <input type="checkbox"/> Compare & contrast planets <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Prompt 	<p>Stile Cosmo's Lesson:</p> <p>→ Solar System</p> <p>Evolution Lab (Mission 4)</p> <p>Science Now {Blast Off} Writing Prompt</p> <p>Framework Unit (Universe & Solar System)</p>
Week 5	<p>S6E1d Evolution</p> <p>Develop and use a model to explain the interaction of gravity and inertia that governs the motion of objects in the solar system.</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gravity & Inertia <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stile=Solar System 	<p>Stile Cosmo's Lesson:</p> <p>→ Solar System</p> <p>→ Gravity</p> <p>→ Measuring Gravity (For TAG)</p> <p>Evolution Lab (Mission 5)</p> <p>Framework Unit (Universe & Solar System)</p>
Week 6	<p>S6E1d Evolution</p> <p>Develop and use a model to explain the interaction of gravity and inertia that governs the motion of objects in the solar system.</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gravity & Inertia <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stile=Gravity; Measuring Gravity 	<p>Stile Cosmo's Lesson:</p> <p>→ Gravity</p> <p>→ Measuring Gravity (For TAG)</p> <p>Evolution Lab (Mission 6)</p> <p>Framework Unit (Universe &</p>

			Solar System)
Week 7	S6E1e Evolution <i>Ask questions to compare and contrast the characteristics, composition, and location of comets, asteroids, and meteoroids.</i>	Formative Assessment: <input type="checkbox"/> Comets, asteroids & meteoroids Summative Assessment: <input type="checkbox"/> Evolution (Post) <input type="checkbox"/> Stile=Comets	<u>Stile Cosmo's Lesson:</u> → Comets Framework Unit (Universe & Solar System)
Week 8	S6E2a. Sun, Earth, and Moon. <i>Develop and use a model to demonstrate the phases of the moon by showing the relative positions of the sun, Earth, and moon.</i>	Formative Assessment: <input type="checkbox"/> Sun, Earth & Moon (Pre) Summative Assessment: <input type="checkbox"/> Writing Prompt <input type="checkbox"/> Lunar Cycle	Lunar Cycle Lesson Science Now {Moon Movement} Writing Prompt Framework Unit (Earth, Sun & Moon)
Week 9	S6E2b. Sun, Earth, and Moon. <i>Construct an explanation of the cause of solar and lunar eclipses.</i>	Formative Assessment: <input type="checkbox"/> Solar & Lunar Eclipses Summative Assessment: <input type="checkbox"/> Stile=Eclipses	<u>Stile Cosmo's Lesson:</u> → Eclipses → Tides Framework Unit (Earth, Sun & Moon)



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Curriculum Map

QTR 2:	Grade: 6 th	YEAR: 2017-2018
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Humanities			
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Date	Standard	Assessment	Additional Info.
Week 10	<p>S6E2c. Sun, Earth, and Moon. <i>Analyze and interpret data to relate the tilt of the Earth to the distribution of sunlight throughout the year and its effect on seasons.</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seasons <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stile=Tides; Seasons 	<p><u>Stile Cosmo's Lesson:</u></p> <ul style="list-style-type: none"> → Tides → Seasons <p>Framework Unit (Earth, Sun & Moon)</p>
Week 11	<p>S6E2 Sun, Earth, and Moon. <i>Project/Assessment Week</i></p>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sun, Earth & Moon (Post) 	<p>Framework Unit (Earth, Sun & Moon)</p>
Week 12	<p>S6E3a. Role of Water in Earth Processes <i>Ask questions to determine where water is located on Earth's surface (oceans, rivers, lakes, swamps, groundwater, aquifers, and ice) and communicate the relative proportion of water at each location.</i></p> <p>PBL: How Natural Areas Filter Water https://www.natureworkseverywhere.org/resources/how-natural-areas-filter-water/ <i>Chattahoochee River Keepers Water Testing*</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Water on Earth's surface <p>PBL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept Maps <input type="checkbox"/> Labs Rubrics <input type="checkbox"/> Collaboration Rubric 	<p><u>Stile Cosmo's Lesson:</u></p> <ul style="list-style-type: none"> → States of Matter <p>Framework Unit (Water in Earth's Process)</p>
Week 13	<p>S6E3a. Role of Water in Earth Processes <i>Ask questions to determine where water is located on Earth's surface (oceans, rivers, lakes, swamps, groundwater, aquifers, and ice) and communicate the relative proportion of water at each location.</i></p> <p>PBL: How Natural Areas Filter Water https://www.natureworkseverywhere.org/resources/how-natural-areas-filter-water/ <i>Chattahoochee River Keepers Water Testing*</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Water on Earth's surface <p>PBL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept Maps <input type="checkbox"/> Labs Rubrics <input type="checkbox"/> Collaboration Rubric 	<p><u>Stile Cosmo's Lesson:</u></p> <ul style="list-style-type: none"> → States of Matter <p>Framework Unit (Water in Earth's Process)</p>
Week 14	<p>S6E3a. Role of Water in Earth Processes <i>Ask questions to determine where water is located on Earth's surface (oceans, rivers, lakes, swamps, groundwater, aquifers,</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Water on Earth's surface 	<p><u>Stile Cosmo's Lesson:</u></p> <ul style="list-style-type: none"> → States of Matter

	<p><i>and ice) and communicate the relative proportion of water at each location.</i></p> <p>PBL: How Natural Areas Filter Water https://www.natureworkseverywhere.org/resources/how-natural-areas-filter-water/ <i>Chattahoochee River Keepers Water Testing*</i></p>	<p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stile=States of Matter <p>PBL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept Maps <input type="checkbox"/> Labs Rubrics <input type="checkbox"/> Collaboration Rubric 	<p>Framework Unit (Water in Earth's Process)</p>
Week 15	<p>S6E3b. Role of Water in Earth Processes <i>Plan and carry out an investigation to illustrate the role of the sun's energy in atmospheric conditions that lead to the cycling of water.</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Water cycle <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Prompt 	<p><u>Stile Cosmo's Lesson:</u> → The Water Cycle</p> <p>Science Now {Feel the Power} Writing Prompt</p> <p>Framework Unit (Water in Earth's Process)</p>
Week 16	<p>S6E3c. Role of Water in Earth Processes <i>Ask questions to identify and communicate, using graphs and maps, the composition, location, and subsurface topography of the world's oceans.</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> World's Oceans <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stile=The Water Cycle 	<p><u>Stile Cosmo's Lesson:</u> → The Water Cycle National Geographic MapMaker</p> <p>Framework Unit (Water in Earth's Process)</p>
Week 17	<p>S6E3d. Role of Water in Earth Processes <i>Analyze and interpret data to create graphic representations of the causes and effects of waves, currents, and tides in Earth's systems.</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Waves, Currents & Tides <input type="checkbox"/> Stile=Tides <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Prompt 	<p><u>Stile Cosmo's Lesson:</u> → Ocean Currents → Tides (Revisit)</p> <p>Hurricane Katrina: Possible Causes</p> <p>Science Now {Water Cycle} Writing Prompt</p> <p>Framework Unit (Water in Earth's Process)</p>
Week 18	<p>S6E3d. Role of Water in Earth Processes</p>	<p>Formative Assessment:</p>	<p><u>Stile Cosmo's Lesson:</u></p>

	<p>Research Project: Managing Salmon Healthy Forests (TAG*) https://www.natureworkseverywhere.org/resources/managing-salmon-healthy-forests/ <i>Chattahoochee River Keepers Water Testing*</i> <i>Final Project/Assessment Week</i></p>	<p><input type="checkbox"/> Water on Earth's surface</p> <p>Summative Assessment: <input type="checkbox"/> Stile=Ocean Currents</p>	<p>→ Ocean Currents → Tides (Revisit)</p> <p>Framework Unit (Water in Earth's Process)</p>
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Curriculum Map

QTR 3:	Grade: 6 th	YEAR: 2017-2018
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Humanities			
Date	Standard	Assessment	Additional Info.
Week 19	<p>S6E4a. Climate and Weather <i>Analyze and interpret data to compare and contrast the composition of Earth's atmospheric layers (including the ozone layer) and greenhouse gases.</i></p> <p>PBL: Reforestation (Impact on the Climate) https://www.natureworkseverywhere.org/resources/reforestation-impact-on-climate/</p>	<p>Formative Assessment: <input type="checkbox"/> Greenhouses</p> <p>PBL: <input type="checkbox"/> Carbon Cycle Map <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Creative Infographic <input type="checkbox"/> Collaboration Rubric</p>	<p><u>Stile Cosmo's Lesson:</u> → Climate Change</p> <p>Framework Unit (Climate & Weather)</p>
Week 20	<p>S6E4b. Climate and Weather <i>Plan and carry out an investigation to demonstrate how energy from the sun transfers heat to air, land and water at different rates.</i></p>	<p>Formative Assessment: <input type="checkbox"/> Energy from sun transfers</p> <p>Summative Assessment: <input type="checkbox"/> Stile=Climate Change</p>	<p><u>Stile Cosmo's Lesson:</u> → Climate Change</p> <p>Climate Change Challenge Interactive</p>

			Framework Unit (Climate & Weather)
Week 21	<p>S6E4c. Climate and Weather <i>c. Develop a model demonstrating the interaction between unequal heating and the rotation of the Earth that causes local and global wind systems.</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wind systems <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Investigations <input type="checkbox"/> Writing Prompt 	<p>Science Now {Weather is Frightful} Writing Prompt</p> <p>What is Wind?</p> <p>Wind Power & You Investigation</p> <p>Framework Unit (Climate & Weather)</p>
Week 22	<p>S6E4d. Climate and Weather <i>d. Construct an explanation of the relationship between air pressure, weather fronts, and air masses and meteorological events such as tornados and thunderstorms.</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Air pressure <input type="checkbox"/> Weather fronts <input type="checkbox"/> Air Masses <input type="checkbox"/> Meteorological events <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Labs <input type="checkbox"/> Investigations 	<p>Pressure- Wind Energy</p> <p>5 Day View of the Jet Stream</p> <p>Wind Turbine Lesson</p> <p>Wind Turbines (Natural Resource)</p> <p>Blowin' In The Wind Activity</p> <p>Framework Unit (Climate & Weather)</p>
Week 23	<p>S6E4e. Climate and Weather <i>e. Analyze and interpret weather data to explain the effects of moisture evaporating from the ocean on weather patterns and weather events such as hurricanes</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hurricanes <input type="checkbox"/> Weather Patterns <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Labs <input type="checkbox"/> Investigations 	<p>Wind Power & You Lesson</p> <p>Hurricane</p> <p>Hurricanes: New Tool for Predicting</p> <p>How Hurricanes Form</p> <p>The Effect of Sea Surface Temperatures on Hurricanes</p>

			How to Make a Hurricane on a Bubble Framework Unit (Climate & Weather)
Week 24	S6E4 Climate and Weather <i>PBL: Whether or Not, Weather is Affected?</i>	PBL: <ul style="list-style-type: none"> <input type="checkbox"/> Oral communication rubric <input type="checkbox"/> Graphing <input type="checkbox"/> Quizzes <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> Cooperative Learning Checklist <input type="checkbox"/> KWL Chart <input type="checkbox"/> Collaboration Rubric 	Framework Unit (Climate & Weather)
Week 25	S6E4 Climate and Weather <i>PBL: Whether or Not, Weather is Affected?</i>	PBL: <ul style="list-style-type: none"> <input type="checkbox"/> Oral communication rubric <input type="checkbox"/> Graphing <input type="checkbox"/> Quizzes <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> Cooperative Learning Checklist <input type="checkbox"/> KWL Chart <input type="checkbox"/> Collaboration Rubric 	Framework Unit (Climate & Weather)
Week 26	S6E4 Climate and Weather <i>PBL: Whether or Not, Weather is Affected?</i>	PBL: <ul style="list-style-type: none"> <input type="checkbox"/> Oral communication rubric <input type="checkbox"/> Graphing <input type="checkbox"/> Quizzes <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> Cooperative Learning Checklist <input type="checkbox"/> KWL Chart <input type="checkbox"/> Collaboration Rubric 	Framework Unit (Climate & Weather)
Week 27	S6E5a & b. Earth's Surface <ol style="list-style-type: none"> a. Ask questions to compare and contrast the Earth's crust, mantle, inner and outer core, including temperature, density, thickness, and composition. b. Plan and carry out an investigation of the characteristics of minerals and how minerals contribute to rock 	Formative Assessment: <ul style="list-style-type: none"> <input type="checkbox"/> Earth's crust, mantle, inner & outer core <input type="checkbox"/> Minerals <input type="checkbox"/> Rock Composition 	<u>Stile Cosmo's Lesson:</u> → Minerals Science Now {Solid as a Rock} Writing Prompt

	<i>composition.</i>	Summative Assessment: <input type="checkbox"/> Writing Prompt	Framework Unit (Inside the Earth)
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Curriculum Map

QTR 4:	Grade: 6 th	YEAR: 2017-2018
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Humanities			
Date	Standard	Assessment	Additional Info.
Week 28	S6E5b & c. Earth's Surface <i>b. Plan and carry out an investigation of the characteristics of minerals and how minerals contribute to rock composition.</i> <i>c. Construct an explanation of how to classify rocks by their formation and how rocks change through geologic processes in the rock cycle.</i>	Formative Assessment: <input type="checkbox"/> Minerals <input type="checkbox"/> Rock composition <input type="checkbox"/> Rock cycle Summative Assessment: <input type="checkbox"/> Stile= Minerals	<u>Stile Cosmo's Lesson:</u> → Minerals → Pressure Framework Unit (Rocks & Minerals)
Week 29	S6E5d & e. Earth's Surface <i>d. Ask questions to identify types of weathering, agents of erosion and transportation, and environments of deposition.</i> <i>e. Develop a model to demonstrate how natural processes (weathering, erosion, and deposition) and human activity change rocks and the surface of the Earth.</i>	Formative Assessment: <input type="checkbox"/> Weathering, erosion, transportation & deposition Summative Assessment: <input type="checkbox"/> Stile= Pressure <input type="checkbox"/> Writing Prompt	<u>Stile Cosmo's Lesson:</u> → Pressure Science Now {Wave Action} Writing Prompt Framework Unit (Weathering & Erosion)
Week 30	S6E5f. Earth's Surface <i>Construct an explanation of how the movement of lithospheric</i>	Formative Assessment: <input type="checkbox"/> Lithospheric plates	<u>Stile Cosmo's Lesson:</u> → Plate Tectonics

	<p><i>plates, called plate tectonics, can cause major geologic events such as earthquakes and volcanic eruptions.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Earthquakes <input type="checkbox"/> Volcanoes <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stile= Plate Tectonics 	<p>→ Earthquakes</p> <p>Inquiry Unit (Natural Disasters)</p>
Week 31	<p>S6E5g & h. Earth's Surface</p> <p><i>g. Construct an argument using maps and data collected to support a claim of how fossils show evidence of the changing surface and climate of the Earth.</i></p> <p><i>h. Plan and carry out an investigation to provide evidence that soil is composed of layers of weathered rocks and decomposed organic material.</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fossils <input type="checkbox"/> Soil Composition <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stile= Earthquakes 	<p><u>Stile Cosmo's Lesson:</u></p> <p>→ Earthquakes</p> <p>Inquiry Unit (Natural Disasters)</p>
Week 32	<p>S6E6a & b. Earth's Natural Resources</p> <p><i>a. Ask questions to determine the differences between renewable/sustainable energy resources (examples: hydro, solar, wind, geothermal, tidal, biomass) and nonrenewable energy resources (examples: nuclear: uranium, fossil fuels: oil, coal, and natural gas), and how they are used in our everyday lives.</i></p> <p><i>b. Design and evaluate solutions for sustaining the quality and supply of natural resources such as water, soil, and air.</i></p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Renewable/ sustainable energy <input type="checkbox"/> Nonrenewable energy <input type="checkbox"/> Natural resources 	<p><u>Stile Cosmo's Lesson:</u></p> <p>→ Resources</p> <p>Framework Unit (Human Impact)</p>
Week 33	<p>S6E6a & b. Earth's Natural Resources</p> <p><i>a. Ask questions to determine the differences between renewable/sustainable energy resources (examples: hydro, solar, wind, geothermal, tidal, biomass) and nonrenewable energy resources (examples: nuclear: uranium, fossil fuels: oil, coal, and natural gas), and how they are used in our everyday lives.</i></p> <p><i>b. Design and evaluate solutions for sustaining the quality and supply of natural resources such as water, soil, and air.</i></p> <p>{Begin}</p> <p>PBL: It's Heating Up (Global Warming)</p> <p>https://sites.google.com/a/u.boisestate.edu/nicole-dipyatic-pbl-pr oject/online-tools-resources</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Renewable/ sustainable energy <input type="checkbox"/> Nonrenewable energy <input type="checkbox"/> Natural resources <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stile= Resources <p>PBL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Home Energy Audit <input type="checkbox"/> Student Final Product & Presentation <input type="checkbox"/> Journal/ Reflection <input type="checkbox"/> Peer Checklist <input type="checkbox"/> Observations <input type="checkbox"/> Oral Presentation Rubric 	<p><u>Stile Cosmo's Lesson:</u></p> <p>→ Resources</p> <p>→ Energy Conservation</p> <p>Framework Unit (Human Impact)</p>

<p>Week 34</p>	<p>S6E6c. Earth's Natural Resources <i>Construct an argument evaluating contributions to the rise in global temperatures over the past century</i></p> <p>PBL: It's Heating Up (Global Warming) https://sites.google.com/a/u.boisestate.edu/nicole-dipyatic-pbl-project/online-tools-resources</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Global rising temperatures <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stile= Energy Conservation <p>PBL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Home Energy Audit <input type="checkbox"/> Student Final Product & Presentation <input type="checkbox"/> Journal/ Reflection <input type="checkbox"/> Peer Checklist <input type="checkbox"/> Observations <input type="checkbox"/> Oral Presentation Rubric 	<p><u>Stile Cosmo's Lesson:</u></p> <ul style="list-style-type: none"> → Resources → Energy Conservation <p>Framework Unit (Human Impact)</p>
<p>Week 35</p>	<p>S6E6c. Earth's Natural Resources <i>Construct an argument evaluating contributions to the rise in global temperatures over the past century</i></p> <p>PBL: It's Heating Up (Global Warming) https://sites.google.com/a/u.boisestate.edu/nicole-dipyatic-pbl-project/online-tools-resources</p>	<p>PBL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Home Energy Audit <input type="checkbox"/> Student Final Product & Presentation <input type="checkbox"/> Journal/ Reflection <input type="checkbox"/> Peer Checklist <input type="checkbox"/> Observations <input type="checkbox"/> Oral Presentation Rubric 	<p><u>Stile Cosmo's Lesson:</u></p> <ul style="list-style-type: none"> → Climate Change (Revisit) <p>Framework Unit (Human Impact)</p>
<p>Week 36</p>	<p>S6E6c. Earth's Natural Resources <i>Construct an argument evaluating contributions to the rise in global temperatures over the past century</i></p> <p>PBL: It's Heating Up (Global Warming) https://sites.google.com/a/u.boisestate.edu/nicole-dipyatic-pbl-project/online-tools-resources</p>	<p>PBL:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Home Energy Audit <input type="checkbox"/> Student Final Product & Presentation <input type="checkbox"/> Journal/ Reflection <input type="checkbox"/> Peer Checklist <input type="checkbox"/> Observations <input type="checkbox"/> Oral Presentation Rubric 	<p><u>Stile Cosmo's Lesson:</u></p> <ul style="list-style-type: none"> → Climate Change (Revisit) <p>Framework Unit (Human Impact)</p>