

Full name: _____

I&S teacher: _____ Block: _____

Sciences teacher: _____ Block: _____

Individuals & Societies and Sciences Year 5 Interdisciplinary Unit Summative Task

Statement of Inquiry: *Human interactions, through the use of energy, affect environmental sustainability.*

Global Contexts: Globalization and Sustainability: Human impact on the environment

Key Concept: Global Interaction

Related Concepts: Sustainability and Energy

TASK:

In this final summative task for our Science/Social Studies Interdisciplinary Unit you are asked to use the learnings from each subject to create a summative project. For this assignment, follow these steps to decide on which path your project will take:

1. Consider the sources of energy that have been discussed in your Social Studies and Science classes.
2. Choose ONE source that you found interesting and consider a part of the world that uses that energy source.
3. Research your chosen source of energy of and assess its environmental impact and capacity to meet human need in its region.
4. Find a person (politician, activist, member of the business community, etc) who has influence over the energy sector in the region you have chosen and write them a letter detailing your findings.

FINAL PRODUCT DESCRIPTION:

Goal: Your goal is to demonstrate understanding of how human interactions, through the use of energy, affect environmental sustainability.

Role: You are a concerned global citizen

Audience: You need to convince your chosen person of influence to take action regarding the resource that you have investigated.

Situation: The challenge involves researching and coming to an understanding on your chosen energy source, educating your person of influence on the human need and the environmental impacts of this source and then arguing either for or against the use of this source to power the region that you have picked.

Product: In order to convince your person of influence of your position, you are writing them a letter of introduction that summarizes your findings and then gives your perspective on whether this is a sustainable energy source for the future of the planet and for the people living in this region. Within this product you will cite your sources both in-text and in a works cited list at the end of the letter.

Standards and Criteria for Success: Your work will be judged by Criterion A (Knowing & Understanding) in both subject disciplines, as well on Criteria B (Synthesizing) and C (Communicating) from the Interdisciplinary Rubric. See attached rubrics for more information.

DUE DATE: -> In your **Science** class (circle one)

DAY ONE: Monday, November 27 **OR** DAY TWO: Tuesday, November 28



SUBJECT-SPECIFIC RUBRICS:

I&S Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">• demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples of demand for the energy resource.
3-4	The student: <ul style="list-style-type: none">• demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples of demand for the energy resource.
5-6	The student: <ul style="list-style-type: none">• demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples of demand for the energy resource.
7-8	The student: <ul style="list-style-type: none">• demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples of demand for the energy resource.

Sciences Criterion A: Knowing and understanding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: <ul style="list-style-type: none">• state scientific knowledge of supply of the energy resource
3-4	The student is able to: <ul style="list-style-type: none">• outline scientific knowledge of supply of the energy resource
5-6	The student is able to: <ul style="list-style-type: none">• describe scientific knowledge of supply of the energy resource
7-8	The student is able to: <ul style="list-style-type: none">• explain scientific knowledge of supply of the energy resource



INTERDISCIPLINARY RUBRICS:

Criterion A: Disciplinary Grounding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> demonstrates limited relevant disciplinary grounding (see subject-specific rubrics)
3-4	The student: <ul style="list-style-type: none"> demonstrates some relevant disciplinary grounding (see subject-specific rubrics)
5-6	The student: <ul style="list-style-type: none"> demonstrates most necessary disciplinary grounding (see subject-specific rubrics)
7-8	The student: <ul style="list-style-type: none"> demonstrates extensive necessary disciplinary grounding (see subject-specific rubrics)

Criterion B: Synthesizing

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> establishes few and/or superficial connections between disciplines through considering both supply and demand of the energy source.
3-4	The student: <ul style="list-style-type: none"> connects disciplinary knowledge to achieve adequate understanding through considering both supply and demand of the energy source.
5-6	The student: <ul style="list-style-type: none"> synthesizes disciplinary knowledge to demonstrate consistent, thorough interdisciplinary understanding through considering both supply and demand of the energy source.
7-8	The student: <ul style="list-style-type: none"> synthesizes disciplinary knowledge to demonstrate consistent, thorough and insightful interdisciplinary understanding through considering both supply and demand of the energy source.

Criterion C: Communicating

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> communicates interdisciplinary understanding with little structure, clarity or coherence.
3-4	The student: <ul style="list-style-type: none"> communicates interdisciplinary understanding with some organization and coherence, recognizing appropriate forms or media by structuring the letter for the audience lists sources in MLA format.
5-6	The student: <ul style="list-style-type: none"> communicates interdisciplinary understanding that is generally organized, clear and coherent, beginning to use selected forms or media effectively by structuring the letter for the audience documents relevant sources using a recognized convention in MLA format.
7-8	The student: <ul style="list-style-type: none"> communicates interdisciplinary understanding that is consistently well structured, clear and coherent, using selected forms or media effectively by structuring the letter for the audience consistently documents well-chosen sources using a recognized convention in MLA format.

