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| **Lesson Title :** Survival Video | **Unit #:**  1 | **Lesson #:**  1 | **Activity #:**  1 |
| **Activity Title:** “A Cry In The Wild Video” |

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| **Estimated Lesson Duration:** | 1, 90 minute class period |
| **Estimated Activity Duration:** | 122 minutes (duration of the video) |

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| **Setting:** | Inside the school classroom. |

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| **Activity Objectives:** Students will watch the video “A Cry In The Wild” and analyze how Brian the main character survives to help them correlate this activity with their own survival kits they will be making. |

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| **Activity Guiding Questions:**   1. What are items you would need to survive in the wilderness? 2. Why do you think you would need the items you listed above? 3. How would you be successful (ie. Remain living) in your environment for an extended period of time? 4. Do you think you would be able to survive if dropped in a remote location with nothing but the clothing on your back? |

| **Next Generation Science Standards (NGSS)** | |
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| **Science and Engineering Practices (Check all that apply)** | **Crosscutting Concepts (Check all that apply)** |
| Asking questions (for science) and defining problems (for engineering) | Patterns |
| Developing and using models | Cause and effect |
| Planning and carrying out investigations | Scale, proportion, and quantity |
| Analyzing and interpreting data | Systems and system models |
| Using mathematics and computational thinking | Energy and matter: Flows, cycles, and conservation |
| Constructing explanations (for science) and designing solutions (for engineering) | Structure and function. |
| Engaging in argument from evidence | Stability and change. |
| Obtaining, evaluating, and communicating information |  |

| **Ohio’s New Learning Standards for Science (ONLS)** |
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| **Expectations for Learning - Cognitive Demands (Check all that apply)** |
| Designing Technological/Engineering Solutions Using Science concepts **(T)** |
| Demonstrating Science Knowledge **(D)** |
| Interpreting and Communicating Science Concepts **(C)** |
| Recalling Accurate Science **(R)** |

| **Common Core State Standards -- Mathematics (CCSS)** | |
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| **Standards for Mathematical Practice (Check all that apply)** | |
| Make sense of problems and persevere in solving them | Useappropriate tools strategically |
| Reason abstractly and quantitatively | Attendto precision |
| Construct viable arguments and critique the reasoning of others | Look for and make use of structure |
| Model with mathematics | Look for and express regularity in repeated reasoning |

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| **Unit Academic Standards (NGSS, ONLS and/or CCSS):**  The following standards go along with the entire RET unit and will be achieved at the end of the unit. This activity is meant to guide the learning of the students as we go along in our quest of survival.  -BIO.912.7b- Match two organisms in the same classification  -BIO.912.7c-Sort plants and animals according to their classification  -BIO.912.8a- Describe how plant/animal population changes in relation to the availability of certain resources  -BIO.912.8b- Identify how a population would change in relation to predator/prey relationships  -BIO.912.8c-Match a plant/animal to a resource it uses from its environment |

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| **Materials**:   1. Each teacher will need a DVD player and a copy of the movie “A Cry In The Wild” 2. Teachers will need a copy of the video questions (see attachment) |

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| **Teacher Advance Preparation:** Teachers will need to make copies of the video questions (see attached) teacher will also need to purchase a copy of the video “A Cry In The Wild”. |
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| **Activity Procedures:**   1. Pass out the movie questions. 2. Show the video and students will answer the video questions as the movie plays. 3. Students will work either by themselves or in groups to answer the follow-up questions. |

**Formative Assessments:** The video questions will be used as an assessment tool in this activity. Also the guiding questions on the back of the video questions will help see where the students are at in their ability to survive.

**Summative Assessments:** optional

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| **Differentiation:** For students who need would need a little help with the questions I highlighted the questions I wanted them to answer, thus decreasing the amount of work for them. Also, when the movie is over these students worked with groups of students to discuss the questions they may have missed. I have also let these students work in groups to answer the movie questions as well as the extended questions on the back of the movie questions. |

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| **Reflection:** For students to get a full understanding of this concept and to really get them interested in the challenge the students will need to watch the entire video. It is a pretty short movie, but to get the full concept and to really get the students motivated for the challenge, it is best that the entire movie is shown. |