

LP 7

Climate Change Mitigation

# of Days	4		
Prior Knowledge		California English-Language Arts Content Standards	Reading 2.4 Writing 1.2, 1.4
Lesson Objective	Students will be able to compare and contrast climate change mitigation strategies (macro and micro) in light of environmental, economic, political, and ethical impact.	Language Goals/Demands	Some expert groups may receive more than 3 wedge strategies or some home groups may have more than one individual from an expert group.
Lesson Assessment	Mitigation Performance Assessment: Group & Individual Products	Changes for Next Time	
California State Science Standard			
Materials Needed	Mitigation Diagram, Wedge Activity Packets including task cards, resource cards, and graphic organizers. Individual assessment prompt	What Worked Well	
Time	Learning Task or Activity	Method & Notes	
Day 1			
15 min	Mitigation Strategies Introduction - Define & illustrate mitigation wedges using diagrams - Introduce the activity goals and procedures	LECTURE See in 7.1.0 Mitigation Wedge Images	
35 min	Expert Group Jigsaw - Students analyze 3-4 strategies to take back to their groups.	GROUP WORK Use 7.1.1 Expert Groups Task Card #1 Use 7.1.2 Graphic Organizer Use 7.1.3 Resource Cards Use 7.1.4 Wedge Strategies Table	
HW	Students review their organize to present to their home groups tomorrow		
Day 2			
25 min	Home Group Sharing - Experts divide into their home groups and give an overview from their graphic organizer about their particular strategies	GROUP WORK	

25 min	Home Group Discussion - Home groups choose 10 strategies based on the given parameters. - Students discuss the rationale of picking specific strategies.	GROUP WORK Use 7.2.1 Home Group Assignment (Task Card #2) Use 7.2.2Band 7.2.2A Mitigation Wedge Pieces Use 7.2.3 Mitigation Plan Worksheet
Day 3		
15 min	Home Group Wedges Finalization - Groups label the wedge strategies on their workseet that will be turned in and check over their group summary sheet	GROUP WORK - Have extra worksheets available in case students need a blank sheet
35 min	Mitigation Plan Analysis - Teacher models how to analyze the perspective of a 'teacher' with the transportation conservation strategy. (Use 7.3.2) - Students analyze their choices in light of two different perspectives on the Mitigation Plan Group Analysis.	GROUP WORK Use 7.3.1 Mitigation Plan Group Analysis See 7.3.2 Mitigation Plan Answers - Groups should turn in a consensus analysis of their plan by the end of the period.
Day 4		
20 min	Class Discussion of Plans - Ask different groups to talk about how one wedge they chose affected one of the perspectives in each of the categories.	TEACHER-LED DISCUSSION
30 min	Individual Assessment - Given a standard mitigation plan, students will analyze the plan's consequences from two perspectives.	SUMMATIVE ASSESSMENT Use 7.4 Mitigation Plan Individual Analysis