



<b>Author(s):</b> <i>Ann Cooley</i>			<b>Lesson Title:</b> <i>Survival</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i> <i>X</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>X</i>

## Instructional Focus:

<p><b>Reading</b> Students read a variety of grade level materials, applying strategies appropriate to various situations</p>
<p><b>Writing</b> Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.</p>
<p><b>Science in Personal and Social Perspectives</b> Students apply scientific principles to personal and social issues.</p>
<p><b>Safety</b> Students exercise care in scientific inquiry and recognize the importance of safety</p>

## Performance Task

<p>Instruct students to create a wilderness survival handbook using the following guidelines. Groups or individuals write chapters on : recipes for food, creating clothing, directions for building a shelter, animals to know about, tools and weapons.</p> <p>Teacher note: Reading novels that deal with survival will create interest and knowledge for this activity. Especially applicable:  <u>Hatchet</u> by Gary Paulsen  <u>Island of the Blue Dolphins</u> by Scott O’Dell  <u>Sign of the Beaver</u> by Elizabeth George Speare  <u>My Side of the Mountain</u> by Jean Craighead George</p>
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## ICLE Essential Skills

<p>Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)</p>
<p>Discriminate important ideas from unimportant ideas while reading. (ela 15)</p>
<p>Synthesize and evaluate ideas from several selections on similar topics. (ela 38)</p>
<p>Make observations using senses and instruments. Inferences and interpretations are arrived at based on observations. Classify observable properties and organize observations in a meaningful and logical way. (s 5)</p>

Understand ecology as the study of the interactions and relationships of organisms with their living and nonliving environments (i.e., the ecosystem, communities, and populations). (s 13)

Understand the nature of change in the environment and how it occurs through the occurrence of an event (e.g., altering the properties of matter or of a system). Describe and measure change using time and space relationships as a frame of reference. (s 24)

## Scoring Guide:

Score each of the following criteria on a scale of 4-0 where:

- 4 – Surpasses expectation
- 3 – High quality performance
- 2 – Satisfactory quality performance
- 1 – Minimum quality performance
- 0 – Does not meet expectations

### Criteria:

- assigned topic very well developed with very complete information
- demonstrates a logical plan of organization
- develops ideas fully through support material that is relevant and appropriate
- makes few or not errors in mechanics
- understands the nature of change
- shows an understanding of ecology

## Keywords

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b> <b>Comprehension</b> <b>Research</b>	<b>Algebra</b>	<b>Earth Science</b> <b>Climate</b> <b>Environment</b>
<b>Writing</b> <b>Composition</b> <b>Note Taking</b> <b>Organization</b>	<b>Geometry</b>	<b>Life Science</b> <b>Adaptation</b> <b>Cause and Effect</b>
<b>Communications</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	