

Grade 6 Science

Earth Systems

Activity 2: Agricultural Practices
Research Project

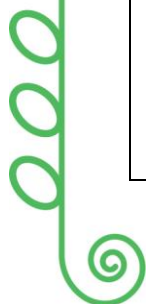
Grade 6 Science - Earth Systems
Activity #2
Climate Change and Farming Practices

Duration: 120 minutes

Objective	Overview:
<p>By the end of the activity, students should be able to:</p> <ul style="list-style-type: none"> - Understand the different agricultural practices. - Understand how climate change is affecting our society. - Understand how climate change is impacting agricultural practices 	<ul style="list-style-type: none"> - This activity introduces students to the concept of how climate change is impacting agricultural practices around the world. Students will explore different agricultural practices and how they are changing due to climate change. Through discussions, demonstrations, and hands-on activities, students will gain a deeper understanding of the impact of climate change on our production of food.

Science Guiding Question	Learning Outcome
What relationships exist between climate and changes on Earth?	Students investigate climate, changes in climate, and the impact of climate change on Earth.
Knowledge	<ul style="list-style-type: none"> - Climate change can impact agricultural practices, such as: crop selection, crop production, harvesting periods and yields, irrigation, pest management
Understanding	<ul style="list-style-type: none"> - Climate change over time can affect land, plants, humans, and other animals in a variety of ways.
Skills and Procedures	<ul style="list-style-type: none"> - Discuss agricultural practices impacted by climate change.

ELA Guiding Question	Learning Outcome
<ul style="list-style-type: none"> - How can text form and structure improve understanding of content? 	<ul style="list-style-type: none"> - Students analyze how text form and structure clarify information and support connecting with self, others, and the world. - Students connect the quality and efficacy of oral communication to oral language skills.



<ul style="list-style-type: none"> - What relationships can be made between skillful oration and communication content, style, and delivery? 	
Knowledge	<ul style="list-style-type: none"> - Texts can have more than one purpose and may have one that stands out. - Reading a variety of texts for enjoyment can support academic development. - Literary text forms can be digital or non-digital and include <ul style="list-style-type: none"> -articles -speeches -hybrids - First Nations, Metis and Inuit communication processes and protocols can preserve shared knowledge and include practices such as <ul style="list-style-type: none"> -ongoing conversations -sharing circles -respectfully acknowledging all voices -waiting to take turns -active listening -focusing on the idea rather than on who gave the idea -ending with consensus
Understanding	<ul style="list-style-type: none"> - Text genres, forms, and structures can enhance and influence the enjoyment and communication of ideas and information. - Oral traditions can enhance relationships and preserve shared knowledge.
Skills and Procedures	<ul style="list-style-type: none"> - Analyse the purpose of a variety of digital or non-digital texts. - Make connections between texts read for enjoyment and academic development. - Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.



Timing	Instructional Element	Student Tasks
Introduction (5 minutes)	<ul style="list-style-type: none"> - Teacher explains that they will be beginning a research project to understand the effects of climate change on agricultural practices. 	<ul style="list-style-type: none"> - Students listen to the teacher.
Development (15 minutes)	<ul style="list-style-type: none"> - Teacher presents the research project and explains expectations. <p>Use file: 02 Research Project</p> <ul style="list-style-type: none"> - Teacher shows students an example project and then gives students a time in small groups to brainstorm how they are going to present their research information. <p>Use file: 02 Research Project Student Example</p>	<ul style="list-style-type: none"> - Students listen to the teacher and the expectations. - Students get in small groups to brainstorm how they will present their research.
Independent Work (60 minutes)	<ul style="list-style-type: none"> - Teacher gives students time to work on their research and presentations. 	<ul style="list-style-type: none"> - Students work on research project
Conclusion: (30 minutes):	<ul style="list-style-type: none"> - Teacher puts students into random small groups so that they can present their projects to each other. - Teacher circulates and listens to projects and discussions being had by the students. 	<ul style="list-style-type: none"> - Students get in small groups and present their projects to the others. - Students are respectful while listening to other students present.