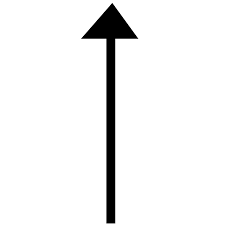
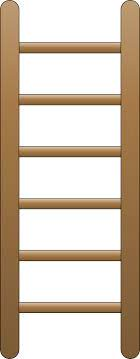
**Learning Progression 3: Ladder** 

*Think lesson plans*



| **Steps** | **Standard** | **Assessments**  **(Evidence** **of Learning)** | **Texts/Strategies to Support** |
| --- | --- | --- | --- |
|  | Students will learn about product life cycles and then be able to research a specific product to find out the sources of its various components. | [Resource Go Round](https://drive.google.com/open?id=1RtISh5pcGVHEzQfIjbEOHHOMvQXRI4riJe6taMa8L_o) | Establish research “rules”...no copy and paste information |
|  | Students will be able to identify and classify Earth’s renewable resources | Quizlet | Give examples of renewable resources and give students opportunities to distinguish between renewable and non-renewable.  [Renewable and Nonrenewable](https://docs.google.com/presentation/d/101qX7QjEiowIvNPAehuOlSKfVCqB3lyFF72AGRyY6K4/edit?usp=sharing) |
|  | Students will explore the characteristics of Earth’s renewable resources and participate in student discourse | Unit Assessment | List characteristics and provide opportunities to discuss with student group members; water retention soil investigation |

| **Steps** | **Standard** | **Assessments**  **(Evidence of Learning)** | **Texts to Support** |
| --- | --- | --- | --- |
|  | Students will be able to identify and classify Earth’s renewable resources with teacher assistance/accommodations | [Resource Brochure](https://drive.google.com/open?id=0ByXmjcJBEvXHWFVBTWdPeVZ0LU0) | [Natural Resources Trading Cards](https://drive.google.com/open?id=0ByXmjcJBEvXHN1Z3YVVGamFWMDA) [Actual Trading Cards](https://drive.google.com/open?id=0ByXmjcJBEvXHcFdFTkZxdVpMQUE); Read Aloud: Dirt-The Scoop About Soil |
|  | Students will not be able to identify and classify Earth’s renewable resources |  | Review definitions, Anchor Charts; Natural Resources for Kids Video |
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