



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 3: Lesson 5

Mid-Unit 3 Assessment Part 1: Researching Information about Buying Fish Caught Using Sustainable Methods



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can conduct short research projects to answer a question. (W.6.7)
- I can use several sources in my research. (W.6.7)
- I can refocus or refine my question when appropriate. (W.6.7)
- I can interpret information presented in different media and formats. (SL.6.2)

Supporting Learning Targets

- I can interpret information from different resources as part of my research about what consumers need to know about overfishing and fish depletion when buying fish.
- I can refine the research question to focus my research.

Ongoing Assessment

- Mid-Unit 3 Assessment, Part 1: Researching Information about Buying Fish Caught Using Sustainable Fishing Methods



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking Learning Targets (4 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mid-Unit Assessment Part 1: Interpreting Resources (38 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Read Chapter 9 of <i>World without Fish</i> to the end of page 127. Remember to record new words on your word-catcher. As you read, mark the text with evidence flags to help you answer the focus question on your structured notes: <ul style="list-style-type: none"> • According to Mark Kurlansky, what is pollution doing to fish? How? B. Continue reading your independent reading book. 	<ul style="list-style-type: none"> • This lesson is the mid-unit assessment. There are two parts to this assessment. Students complete Part 1, in which they analyze and interpret the information presented in different kinds of media including photographs, charts, and maps to find answers to the question: What do consumers need to know about overfishing and fish depletion when buying fish? They fill in the graphic organizer included with the Mid-Unit 3 Assessment, which is very similar to the Researching graphic organizers they used in Lessons 2–4. This is to assess W.6.7 and to prepare for SL.6.2. • To address SL.6.2, students watch a video titled “How to Buy Fresh, Sustainable Seafood” (accessed here: http://www.youtube.com/watch?v=C7mMzL9Snqc) as part of their research. How you choose to manage this depends on the technology you have available. You may choose to show it to the whole group, or have it set up on devices for students to access independently. • Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom. • In the next lesson, students will complete Part 2 of the Mid-Unit 3 Assessment, in which they orally explain in a triad discussion with the teacher how the resources they analyzed in Part 1 deepen their understanding of what consumers need to know about sustainable fishing when buying fish. This is to complete the assessment of SL.6.2. • Consider using the NYS Grade 6 2-Point Rubric—Short Response (see supporting materials) and the Mid-Unit 3 Assessment (answers, for teacher reference) to assess W.6.7. Please note that students may have responses that differ from those on the suggested answer key—use your judgment as you assess. • Students will need Part 1 of the Mid-Unit 3 Assessment in order to complete Part 2 in the following lesson, so be aware of this as you collect students’ work at the end of Work Time A. • Continue to emphasize to students that the ideas presented are just one point of view and that there are other points of view out there about the idea of overfishing and fish depletion.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In advance:<ul style="list-style-type: none">– Prepare the assessment research folders. Note where these materials can be accessed. These guides are updated regularly, and it is important that students are given the most up-to-date information to research from:<ul style="list-style-type: none">• Monterey Bay Aquarium Seafood Watch Pocket Guide: http://www.montereybayaquarium.org/cr/cr_seafoodwatch/download.aspx and the• Marine Conservation Society’s “Good Fish Guide”: http://www.fishonline.org/pocket-goodfishguide#• Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Performance Task Prompt: Informative Consumer Guide (from Lesson 1; one per student)• Mid-Unit 3 Assessment: Researching Information about Buying Fish Caught Using Sustainable Methods (one per student; one for display)• <i>World without Fish</i>: Pages 150–153 and 160 up to “We need more information” on page 164 (book; distributed in Unit 1; one per student)• Assessment research folder (one of each article per student; distributed by teacher during Work Time A)<ul style="list-style-type: none">– “Choosing Sustainable”– “What We Eat Makes a Difference”– Monterey Bay Aquarium Seafood Watch Pocket Guide (see Teaching Notes regarding downloading best version)– Marine Conservation Society “Good Fish Guide” (see Teaching Notes regarding downloading best version)• “How to Buy Fresh, Sustainable Seafood” video (see link in Teaching Notes, above)• Evidence flags (three per student for homework)• Structured notes (from Unit 2, Lesson 1; one new blank copy per student)• NYS Grade 6 2-Point Rubric—Short Response (optional; for teacher reference)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (4 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and ask a volunteer to read them aloud:<ul style="list-style-type: none">* "I can interpret information from different resources as part of my research about what consumers need to know about overfishing and fish depletion when buying fish."* "I can refine the research question to focus my research."• Explain to students that in this lesson they will complete their mid-unit assessment, which is researching to find out more information to answer the question that will be the focus of their informative consumer guide: What do consumers need to know about sustainable fishing when buying fish?	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment Part 1: Interpreting Resources (38 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Performance Task Prompt: Informative Consumer Guide; display a copy and invite students to refer to their own copies. • Focus students on the fourth bullet: “Include suggestions for how to buy fish that have been caught using sustainable methods.” • Display and distribute the Mid-Unit 3 Assessment: Researching Information about Buying Fish Caught Using Sustainable Methods • Invite students to read through the directions with you and the columns of the graphic organizer. • Point out that the graphic organizer on the Mid-Unit 3 Assessment should look familiar to them, as it is identical to the Researching graphic organizer they used in Lessons 2–4. • Invite students to ask any questions they may have about the assessment. Ensure you do not answer any of the assessment questions students are expected to answer. • Distribute assessment research folders. • Also direct students to the relevant pages in <i>World without Fish</i> by posting those page numbers: <ul style="list-style-type: none"> – Pages 150–153 – Page 160–164 up to “We need more information” on page 164 • Explain that students should analyze each resource in the folder and the posted pages of <i>World without Fish</i> using their Mid-Unit 3 Assessment graphic organizer. • If you are going to play the “How to Buy Fresh, Sustainable Seafood” video to the whole group at once, you may choose to play it here a couple of times before they begin working with the Assessment Research Folders; however, if you have set it up for students to watch the video on devices independently, explain to students how this will work. • Remind them that since this is an assessment, they will be doing it individually. They are not to discuss their ideas with other students. Ask students to begin. • Circulate to answer students’ questions. Some students may require additional support in reading some of the texts. • Collect students’ Mid-Unit 3 Assessments. 	<ul style="list-style-type: none"> • For some students, this assessment may require more than the 38 minutes allotted. Consider providing students time over multiple days if necessary. • If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (3 minutes)</p> <ul style="list-style-type: none"> • Ask students to turn and talk with an elbow partner: <ul style="list-style-type: none"> * “What did you learn about buying fish caught using sustainable methods from the resources you analyzed and interpreted in this lesson?” * “Could any of this information be useful to use in your informative consumer guide?” • Preview homework and distribute structured notes and evidence flags. 	<ul style="list-style-type: none"> • The debrief after the assessment can help build a culture of achievement in your classroom.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read Chapter 9 of <i>World without Fish</i> to the end of page 127. Remember to record new words on your word-catcher. As you read, mark the text with evidence flags to help you answer the focus question on your structured notes: <ul style="list-style-type: none"> – According to Mark Kurlansky, what is pollution doing to fish? How? • Continue to read your independent reading book. 	



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Unit 3: Lesson 5

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Mid-Unit 3 Assessment:

Part 1: Researching Information about Buying Fish Caught Using Sustainable Methods

Part 1

Long-Term Learning Targets Assessed:

I can conduct short research projects to answer a question. (W.6.7)

I can use several sources in my research. (W.6.7)

I can refocus or refine my question when appropriate. (W.6.7)

I can interpret information presented in different media and formats. (SL.6.2)

I can explain how new information connects to a topic, text, or issue I am studying. (SL.6.2)

Focus question: What do consumers need to know about overfishing and fish depletion when buying fish?

Refined research question: _____

Follow these directions:

1. Choose a resource.
2. Read through it carefully using the glossary to help you understand what it means.
3. Reread the text and consider how it answers your questions.
 - a. What factual information is included to answer the main question: What do consumers need to know about sustainable fishing when buying fish?
 - b. Which quotes are the most compelling to make the consumer want to read on?
4. Underline factual information in one color.
5. Underline compelling quotes in another color.
6. Record the source in the first column (title and author).
7. Record the factual information and quotes that you have underlined in the second column. Make sure you copy quotes word for word in quotation marks.
8. In the third column, describe how this fact answers the question: What do consumers need to know about sustainable fishing when buying fish?
9. Repeat with another resource.



Mid-Unit 3 Assessment:

Part 1: Researching Information about Buying Fish Caught Using Sustainable Methods

Source (title and author)	Information/Quotes (copy quotes word for word in quotation marks)	How does it answer the question?

Assessment Research Folder:
“Choosing Sustainable”

Sustainable seafood is a hot topic these days. “Sustainability” is based on a simple principle—meeting today’s needs without compromising the ability of future generations to meet their needs. In terms of seafood, this means catching or farming seafood responsibly, with consideration for the long-term health of the environment and the livelihoods of the people that depend upon the environment.

How do you know the seafood at the market or on your menu came from sustainable sources? Here are some tips that can guide you and your purchases to support sustainable practices:

- If it’s harvested in the United States, it is inherently sustainable as a result of the rigorous U.S. management process that ensures fisheries are continuously monitored, improved, and sustainable.
- Stay informed and make sure you’re using the most up-to-date, credible resources. FishWatch is one of those resources.
- Buy seafood from knowledgeable, reputable dealers. Many retailers and chefs are implementing seafood purchasing policies, making sustainable sourcing a priority.
- Ask questions about seafood to learn how to identify high-quality, sustainable seafood. Where is it from? Does that country manage its fisheries sustainably?
- Imported seafood can also be safe and sustainable, but comes from a variety of sources and may not be produced to the same standards as U.S. seafood. In the United States, our standard is sustainability.

Be sure to follow the tips above to make sure you know the facts about your seafood.

GUIDES, ECO-LABELS, AND FISHWATCH

Over the years, many organizations have developed seafood guides, ecolabels, and certification programs to guide seafood purchasing. The majority of these products are based on the scientific data and standards that NOAA Fisheries uses to manage and enforce U.S. fisheries.

Seafood guides: A number of nonprofit organizations have created seafood guides that rate seafood, typically based on environmental and biological criteria for species, fisheries, or aquaculture practices. The ratings found in these guides generally reflect an organization’s policy stance regarding these issues, and as a result, the guides sometimes contradict each other.



Assessment Research Folder:
“Choosing Sustainable”

Eco-labels: An eco-label is a “seal of approval” awarded to fisheries and aquaculture operations deemed sustainable and responsible by third-party certification bodies. The certification process typically involves an assessment of the operation of the fishery or farm, how it’s regulated, and its impact on the environment. If the fishery or farm meets the eco-label’s standards, it is certified. Eco-labels also often include chain of custody requirements: the measures that guarantee the product bearing the eco-label really came from the certified fishery or farm. It’s important to note, however, that the certification process can require a large investment of time and money—resources that some fisheries and aquaculture operations cannot afford.

FishWatch: FishWatch does not rank or rate one species or fishery over another because the species profiled are being legally harvested under the responsible fisheries management process of the United States. With FishWatch, you have access to the most up-to-date information on the status, science, and enforcement sustaining our nation’s fisheries and the seafood they provide. Remember that you have a choice when purchasing seafood—make it a smart one. FishWatch can help you support U.S. fisheries and seafood jobs and make sustainable choices.

Courtesy: NOAA Fisheries



Assessment Research Folder:
“Choosing Sustainable”

“Choosing Sustainable” Glossary

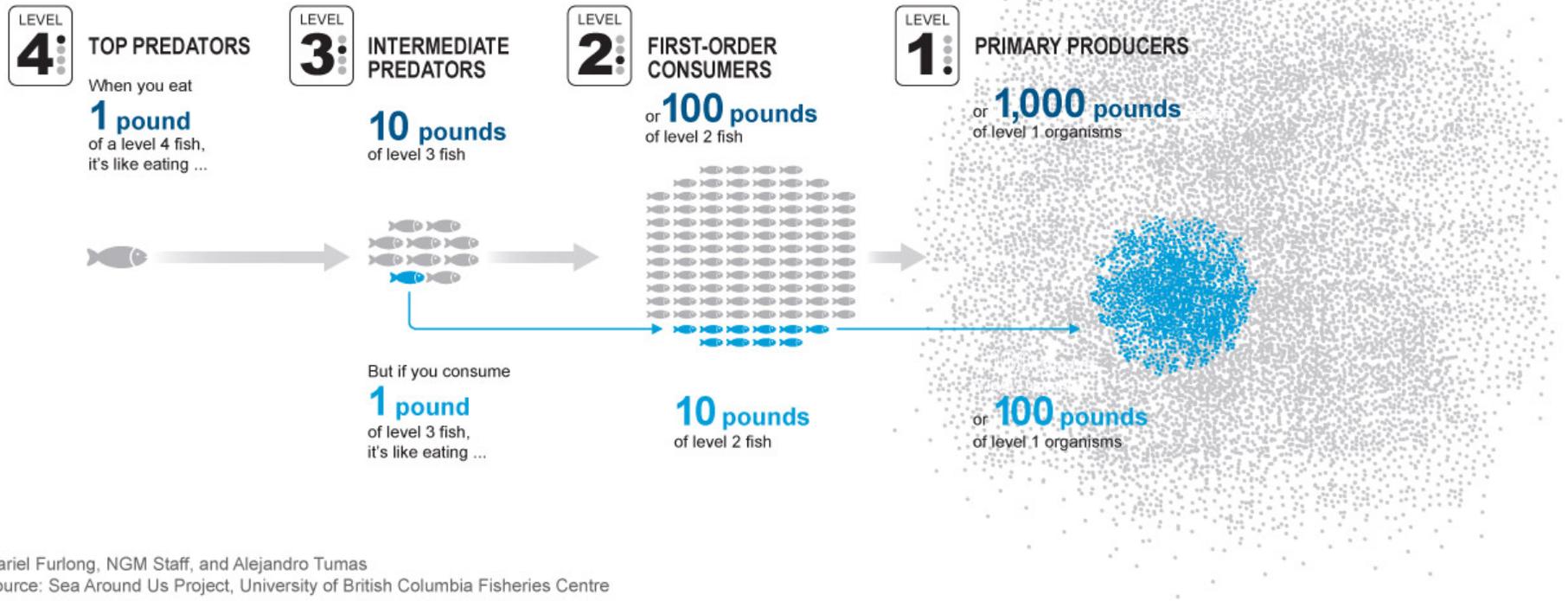
Choosing Sustainable	
livelihoods	income
inherently	exists permanently
credible	trustworthy
implementing	putting in place
imported	brought in from other places
aquaculture	the farming of things that live in water
deemed	considered to be
third-party	people from outside who do not work for the company being certified
chain of custody requirements	collecting all of the evidence to prove that something is what it claims to be



Assessment Research Folder:
“What We Eat Makes a Difference”

What We Eat Makes a Difference

A top predator requires exponentially more energy to survive than does a fish at a lower level of the food chain. When wealthy nations catch or buy top predators, they increase their impact on the ocean compared to poor nations, which tend to eat smaller fish.



Mariel Furlong, NGM Staff, and Alejandro Tumas
Source: Sea Around Us Project, University of British Columbia Fisheries Centre

Copyright © National Geographic. Used by permission and not subject to Creative Commons license.

NYS Grade 6 2-Point Rubric—Short Response
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none"> Valid inferences and/or claims from the text where required by the prompt Evidence of analysis of the text where required by the prompt Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none"> A mostly literal recounting of events or details from the text as required by the prompt Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none"> A response that does not address any of the requirements of the prompt or is totally inaccurate No response (blank answer) A response that is not written in English A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.