<table>
<thead>
<tr>
<th># of Days</th>
<th>4</th>
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<tbody>
<tr>
<td>Prior Knowledge</td>
<td>Students will be able to compare and contrast climate change mitigation strategies (macro and micro) in light of environmental, economic, political, and ethical impact.</td>
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<tr>
<td>Lesson Objective</td>
<td>Mitigation Performance Assessment: Group &amp; Individual Products</td>
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<td>Lesson Assessment (Benchmarks or Standards)</td>
<td>Language Goals/Demands Some expert groups may receive more than 3 wedges or some home groups may have more than one individual from an expert group.</td>
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<td>Materials Needed</td>
<td>Mitigation Diagram, Wedge Activity Packets including task cards, resource cards, and graphic organizers. Individual assessment prompt</td>
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<thead>
<tr>
<th>Time</th>
<th>Learning Task or Activity</th>
<th>Method &amp; Notes</th>
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<tr>
<td><strong>Day 1</strong></td>
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<td>15 min</td>
<td>Mitigation Wedges Introduction - Define &amp; illustrate mitigation wedges using diagram - Introduce the activity, goals and procedures - in reviewing the first 4 strategies, ask students how that strategy may impact them.</td>
<td>LECTURE Use 6.1.0 to guide the whole activity Use 6.1.2 Slides for Mitigation Stabilization Wedge Activity Optional - 6.1.3 Review the 4 strategies discussed previously</td>
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<td>35 min</td>
<td>Expert Group Jigsaw - Students analyze 3-4 wedge strategies in expert groups to take back to their home groups.</td>
<td>GROUP WORK - Have task cards, resource cards, and graphic organizers ready for groups 6.1.3 Expert Groups Task Card #1 6.1.4 Strategy Wedge Table 6.1.5 Graphic Organizer 6.1.6 Resource Cards</td>
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<tr>
<td>HW</td>
<td>Students review their organize to present to their home groups tomorrow.</td>
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<td><strong>Day 2</strong></td>
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<tr>
<td>25 min</td>
<td>Home Group Sharing - Experts divide into their home groups and give an overview from their graphic organizer about their particular wedge.</td>
<td>GROUP WORK - Teachers monitor group progress</td>
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| 5 min | Final Product Assignment  
- Discuss the expectations for the final product from each group. | ASSIGNMENT  
6.2.1 Student Handout Mitigation Project |
| 25 min | Home Group Discussion  
- Home groups choose 5 strategies/wedges based on the given parameters.  
- Students discuss the rationale of picking specific wedges.  
- **Teachers monitor group progress.** | GROUP WORK  
6.2.2 Home Group Assignment (Task Card #2)  
6.2.3 Mitigation Plan Worksheet |
| Day 3 | Home Group Wedges Finalization  
- Groups label the wedges on their final diagram that will be turned in and check over their group summary sheet.  
- Groups should turn in a consensus analysis of their plan by the end of the period.  
- Students create mitigation posters. | GROUP WORK  
Review 6.2.1 Student Handout Mitigation Project, given out previously  
Poster making supplies |
| 15 min | Mitigation Plan Analysis  
- Students are given the graphic organizer to analyze their choices in light of two different perspectives. | GROUP WORK  
6.3.1 Mitigation Plan Group Assignment  
6.3.2 Mitigation Plan Answers |
| Day 4 | Class Discussion of Plans  
- Examine the posters.  
- 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 for a new perspective. | SUMMATIVE ASSESSMENT  
6.3.3 Individual Assignment  
Students will need their Mitigation Plan Worksheets (6.2.3) |