



# Gold Seal Lesson

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>Saving Our Environment</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8 x</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D x</i>

## Instructional Focus:

### Speaking

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

### Listening

Students listen for a variety of purposes appropriate to the grade level.

### Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

### Science in Personal and Social Perspectives

Students apply scientific principles to personal and social issues.

### Habits of Mind

Students develop habits of mind including curiosity, open-mindedness and persistence.

### Science as Inquiry

Students demonstrate knowledge and skills necessary to perform scientific inquiry.

## Performance Task

1. Introduce this lesson by discussing these ideas:
  - How can we reduce the amount of solid waste generated or produced (source reduction, reuse, production of durable products)?
  - What do you and your family do as far as waste reduction and recycling?
2. Have students complete the worksheet (see Saving Our Environment Chart). As a class, discuss student responses to the worksheet.
3. Divide students into groups of 4 or 5. Distribute the list of habits and have students add to them.
4. Have each group make a poster emphasizing and promoting saving our environment.

**This activity meets specific competencies and indicators as outlined in the National Career Development Guidelines.**

## ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Follow oral or written directions. (ela 4)

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)

Use brainstorming, role-playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela 40)

Use a variety of media to gather information and to transmit information to specific audiences. (ela 43)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Understand and use graphics such as graphs, charts, visual aids, white space, bold print, headers and other graphics to enhance meaning. (ela 56)

Understand how humans, through technology, cause environmental change by disrupting the equilibrium or balance of nature by introducing pollutants into the environment. (s6)

Understand the human impact on the environment through pollution (air, water, and soil), and ways to improve it through education, research, laws, and conservation. (s10)

Know and apply the principles of scientific inquiry. (Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures.) (NR s114)

Plan and apply real or hypothetical models and constructions to facilitate investigation and learning and the solution to practical problems. (NR s115)

## Scoring Guide:

5 – Poster is very appropriate for topic and communicates superior knowledge of topic. Poster is very clearly presented with high quality and shows much creativity.

4 – Poster is appropriate for topic and communicates strong knowledge of topic. Poster is clearly presented, shows quality and creativity but may not be up to superior standards.

3 – Poster displays topic but not completely appropriate. Communicates some knowledge of topic but may not be completely clear to show high quality and/or creativity.

2 – Poster is not appropriate for topic and may be incomplete. Communicates little knowledge of topic. Unclear and/or poor quality or shows little creativity. Below average standards.

1 – Poster is not completed or inappropriate for topic. Shows no knowledge of topic and/or no creativity. Quality is very poor and reflects little or no effort.

0 – Exhibit is not submitted.

## Keywords

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b> Environment Scientific Inquiry
<b>Writing</b> Response Vocabulary Grammar	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Listening Discussion Visuals	<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>	

## Chart - SAVING OUR ENVIRONMENT

### DISCUSSION QUESTIONS

1. How does your family contribute to the solid waste problem?
2. How does your family contribute to the solid waste solution?
3. What is meant by the term “ecological living”?
4. Do you agree or disagree with “What used to be called stingy or tight is now referred to as ecological?” Explain your answer.
5. What influenced the habits you now have? (Check all those applicable)

Family \_\_\_\_\_ Radio \_\_\_\_\_  
Friends \_\_\_\_\_ TV \_\_\_\_\_  
Internet \_\_\_\_\_ School \_\_\_\_\_  
Newspaper \_\_\_\_\_ Other (What is it?) \_\_\_\_\_

6. What effect could these adaptations have on the economy and the environment?
7. Evaluate the following statement: “Some people spend more time separating garbage and other waste, and more gas transporting stuff to recycling centers than it’s worth.”

### SAVING OUR ENVIRONMENT – TIPS FOR FAMILY USE

1. **Share magazines with family and friends. Donate unwanted magazines to hospitals, homes for the elderly, schools, etc.**
2. **Plastic bags are recyclable and they are reusable. Use them for trashcan liners instead of buying trashcan bags. The handles can be tied together.**
3. **Buy products such as hair spray in pump type sprayers instead of aerosol cans. It’s less expensive and you get more product in a pump sprayer.**
4. **Save paper that’s been used on only one side. The other side can be used for notes or drafts.**
5. **Avoid products in excessive packaging. It costs more up front and you have the additional cost of disposal of all that packaging.**
6. **Encourage your parents to take their waste oil to a recycling center.**
7. **Separate aluminum cans from house waste and sell to a recycling center.**
8. **Take waste plastic to a recycling center.**
9. **Pickup discarded trash in a local park.**
10. **Get a group of friends together to pull weeds and clean up a local playground.**