

Day 1

Year 1



Journal entry 1-What do you see

Double Journal Entry--Year 1

Courtney with global warming --Year 2

Rest of the picture



Second journal entry-What do you see now.

Great Pacific Garbage Patch-Ocean Pollution Awareness

www.youtube.com/watch?v=1qT-rOXB6NI

QFT-on the garbage patch

1. Ask as many questions as you can
2. Do not stop to discuss or answer
3. Write down every question exactly as stated
4. Change statements into questions.

Discussion of what are open and closed questions and ask for examples from student generated questions.

Analyzes questions to determine if they are open or closed ended questions by changing one type into the other.

Come up with two questions you have that the video did not answer and one possible solution for a problem you may have seen in the video or in real life.

As a class can we come up with a consensus to a possible solution or improvement to investigate by improving and prioritizing questions.

Possible question to lead discussion to trash/plastic collection if class needs help with the idea.

Reflection question-What is something you/school can do to help with the problems identified.

DAY 2

Year 2

Finish QFT activity if necessary

Pre/Post survey on trash

Letter in a Bottle Article and Video.

<https://upi.com/6925539>

Plan

Letter from Chippewa Nature Center--Sustainability Challenge

One to Bullock Creek Middle School and one to Saint Louis. Both schools are upstream to CNC.

Plan B

<https://www.pepsicorecycling.com/RecycleRally>

Development of our solution to campus pollution. Set times we will be cleaning the athletic complex and school grounds. Determine the number of times we will need to clean the grounds. Evaluation of school grounds and athletic complex for possible improvements. Improvements could include better trash cans and or signage.

Discussion/example of types of messages we would like them to develop for the ELA/Science media contest.

Day 3

Collection and weighing of trash
September 20

Day 4

Collection and weighing of trash
Oct 4 Homecoming

Day 5

Collection and weighing of trash
October 20

December--Courtney introduce english component where students revisit fall trash data and write about findings through various genres.

Groups of (1-4), write a proposal outline a solution in one of two categories: Action or PSA. Their proposal and rational will be due by spring break.

December-- Todd introduce the science component where students revisit fall trash data.

Students will explore the best multimedia platform to share what they have learned with the school and community.

Groups of (1-4), create a multimedia project to share data collected from river. This could be chemical analysis, bacteria count, macroinvertebrate analysis or trash collection data. Students will be able to submit work that highlights their message in one of the following formats: infographic, presentation, poster, report, flyer, brochure, or video.

Day 6

Reports on the amounts of trash collected from each school campus. TRART trophy given to the winning school. Judging of multimedia entries. Around Earth Day or start of May.

Day 7 Courtney will have 8th graders demonstrate their stewardship to the river by writing a letter to the incoming 6th grade class explaining this year's project, the findings, and why it is imperative for the new cohort to continue the endeavor.

Year 2

6th grade--responsible for school grounds and athletic complex.

7th grade--responsible for downtown, fishing dock and dam.

Courtney switches to global warming and the effects on food waste/trash in year two.

Science focus outside trash

English focus inside trash

Possible projects for this year--fishing line collectors, signage, and modification of trash receptacles.