

Teachers Going Green 9th – 12th Grade Service Learning Unit

The Facilitator Guides in this Service-Learning Unit follow the IPARDC model and involve young people’s voice and choice in each stage--Investigation, Planning, Action, Reflection, Demonstration, and Celebration.

IPARDC	Facilitator Guide:	Core Concept or Skill	Where to find the lesson Teachers-Going-Green.com
Investigation	Investigation Bulletin Board	<ul style="list-style-type: none"> • Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work. <ul style="list-style-type: none"> ○ Set goals ○ Effectively communicate with group and stakeholders ○ Demonstrate respectful behavior to group member ideas and opinions ○ Determine people’s strengths and assign roles accordingly 	9 – 12th Grades, 21st Century Skills
	Seeds	<ul style="list-style-type: none"> • Thinking critically about evidence includes deciding what evidence should be used and accounting for anomalous data. • Specifically, students should be able to review data from a simple experiment, summarize the data, and form a logical argument about the cause-and-effect relationships in the experiment. 	9 – 12th Grades, Science
	Rebuilding	<ul style="list-style-type: none"> • A variety of technologies, such as hand tools, measuring instruments, and calculators should be an integral component of scientific investigations. The use of computers for the collection, analysis, and display of data is also a part of this standard. Mathematics plays an essential role in all aspects of an inquiry investigation. For example, measurement is used for posing questions, formulas are used for developing explanations, and charts and graphs are used for communicating results. 	9 – 12th Grades, Mathematics
	Earth Faces Serious Problem	<ul style="list-style-type: none"> • Identify and define authentic, real-world problems and significant questions for investigation. 	9 – 12th Grades, 21st Century
	The Listening Project	<ul style="list-style-type: none"> • Understand multiple viewpoints within and across cultures related to important events, recurring dilemmas, and issues. • Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians. 	9 – 12th Grades, Social Studies

IPARDC	Facilitator Guide:	•Core Concept or Skill	Where to find the lesson Teachers-Going-Green.com
Planning	Wasteland, Art & Transformation	<ul style="list-style-type: none"> •W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. •Additional standards are listed in the lesson plan. 	9 – 12th Grades English L.A. (W.11-12.7) & 9 – 12th Grades Social Studies
	Backward Planning & Action	<ul style="list-style-type: none"> •Set goals •Effectively communicate with group and stakeholders •Demonstrate respectful behavior to group member ideas and opinions •Explain the difference between needs and wants. Analyze their own needs and wants to determine importance (prioritize). •Develop plans to achieve their most important needs and wants. 	9 – 12th Grades 21st Century Skills
	Green, What Does it Mean?	<ul style="list-style-type: none"> •Environmental factors and finite resources influence ecosystem interactions •Living organisms have the capacity to produce populations of infinite size, but environments and resources are finite. The distribution and abundance of organisms and populations in ecosystems are limited by the availability of matter and energy and the ability of the ecosystem to recycle materials. 	9 – 12th Grades Science
	Assertion Jar	<ul style="list-style-type: none"> •Demonstrate respectful behavior to group member ideas and opinions •Manage and resolve conflict when appropriate 	9 – 12th Grades Social Studies
Action	Class Service Learning Project	<ul style="list-style-type: none"> •Collaborate effectively with other teams/team members toward a common goal •Plan and manage activities to develop a solution or complete a project 	9 – 12th Grades 21st Century Skills

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Reflection	Writing Reflections	<ul style="list-style-type: none"> • W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 	9 – 12th Grades, English Language Arts (W.11-12.7)
	Seedfolks	<ul style="list-style-type: none"> • Understand gender, age, health, and socioeconomic status affect social inequality. • Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians. • Understand multiple viewpoints within and across cultures related to important events, recurring dilemmas, and issues. 	9 – 12th Grades, 21st Century Skills
	Citizenship Reflection	<ul style="list-style-type: none"> • Determine people’s strengths and assign roles accordingly • Recognize own and other’s good efforts 	9 – 12th Grades, 21st Century Skills
	Investigation Bulletin Board	<ul style="list-style-type: none"> • Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work. • Set goals • Effectively communicate with group and stakeholders • Demonstrate respectful behavior to group member ideas and opinions • Determine people’s strengths and assign roles accordingly 	9 – 12th Grades, 21st Century Skills
	Photo Reflections	<ul style="list-style-type: none"> • W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	9 – 12th Grades, English Language Arts (W.9-10.3, 11-12.3)

IPARDC	Facilitator Guide:	Core Concept or Skill	Where to find the lesson Teachers-Going-Green.com
Demonstration & Celebration	Demonstration Video	<ul style="list-style-type: none"> • Students use technology to gather appropriate data, analyze its application to a task, and assess its effectiveness in order to design, develop, and test possible solutions that assist students in making decisions. 	9 – 12th Grades, 21st Century Skills