

Get Your Green On

1. Question & Research Task

Did you know that there are over 400 Green Schools in Maryland? The mission of a green school is to “encourage, engage and empower our community to understand, responsibly use and promote the natural world.” (Maryland Association for Environmental and Outdoor Education)

Your principal has decided that you would be the perfect person to organize a campaign for your school to become a “green school.” The school would like to focus on reducing water consumption, solid waste reductions, and the establishment of a school/community garden. Students will be involved as part of their community service.

Why is this important? Watch the video on the impact of sustainability in our environment.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can I make a positive impact in my school community?



Video on Sustainability from Discovery Education

Image Source: Discovery Education

2. Information Sources

Use these sources to enhance your knowledge about Green Schools and Community Service and to complete the Student Activity on Slide 3:

Green Schools

- [Center for Green Schools](#)
- [Maryland Association of Environment and Outdoor Education](#)
- [Marshy Point State Parks Educational Links](#)

Water Consumption

- [Top 10 Tips to Save Water](#)

Solid Waste Reduction

- [Reducing Waste: What Can You Do?](#)

Community Gardens

- [Healthy Places: Community Gardens](#)

Community Service

- [Maryland Student Service-Learning Guidelines](#)
- [Community Service FAQs](#)
- [Community Service Form--BCPS](#)



Recycling can

3. Student Activity

Think about how the students in your school can implement a Green School Initiative through community service.

Write a [Community Service Action Plan](#) that demonstrates your plan for implementing this enterprise.

Think about:

- An area of focus (water consumption, solid waste reduction or community gardens).
- Describe the rationale for implementation.
- Devise a plan that ties the focus with opportunities for community service.
- Detail responsibilities and steps in your plan.



Squash plant in a garden

4. Assessment Activity

How can I make a positive impact in my school community?

Think about what you've learned in planning the implementation of a Green School and present your findings to a group from your school community.

You may choose one of these options:

1) Write a brief constructed, informative response with an accompanying poster to present your findings. Your poster could be digital or made using poster paper and drawing materials.

OR

2) Create a short video explaining your plan. Use recorded video and images and edit with Wixie or VoiceThread.

OR

3) Use another tool for presentation, such as:

- Google Slides
- Audacity (installed on your device)

Use this [presentation rubric](#) to self-assess your work.



Making a Presentation

Image Source: Pixabay

5. Enrichment Activities

SLIDE NAVIGATION

[1](#)

[2](#)

[3](#)

[4](#)

[5](#)

[6](#)

[Next](#)



Image Source: Brain Pop

Click the picture above to access learn how you can do your part in cleaning up the environment.

Get involved!

Work within your school to design and implement a school/community garden.

Start an Environmental Club to apply for Green Status.

Research and partner with other community organizations such as the [Center for Maryland Agriculture and Farm Park](#).

Coordinate a community clean-up.

6. Teacher Resources

1	2	3	4	5	6
-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

Learning Standards Alignment

ELA.6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELA.6.W.2F Provide a concluding statement or section that follows from the information or explanation presented.

ELA.6.LA.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) - Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

Grade 6, ELHCCR Unit 5

Objective: Students will be able to demonstrate their ability to engage in high-level dialogue.

Time Frame: Three 90-minute class periods

Differentiation strategies for this lesson:

- Access BCPS Digital Content in the [Apps Portal](#).
- Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Print out the rubric PDF prior to instruction.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Additional graphic organizers that can be used include:
 - [ReadWriteThink.org Persuasion Map](#)
 - [Action Plan Document](#)
- Students may access digital content through the [Apps Portal](#).
- Consider modeling how to utilize all digital tools found in the lesson.
- Connect this unit to reading of the novel *Seedfolks* by Paul Fleishman.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology.

Last updated: July 2023 Use this [form](#) to report broken links.