

1.5.4 Environmental Literacy End of Theme Project Day 4 (Action Plan)

Learning Outcomes	Instructional Delivery	Sample On-Going Assessments
Social Studies		
<p>Standard(s):</p> <p>MSDE EL 1.0 Investigate environmental issues in order to develop and implement local actions that protect, sustain, or restore the natural environment.</p> <p>MSDE EL 5.0 Construct and apply understanding of individual, collective, and societal responses to human-induced environmental change.</p> <p>MSDE SS: Skills and Processes Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</p> <p>I Can:</p> <p>I can <i>plan</i> to take action on an environmental issue.</p> <p>Vocabulary:</p> <p>Theme 1 Vocabulary Cards</p> <p>Elected official Legislative (state)</p>	<p style="text-align: center;">Background Information for Teachers</p> <p>The project focuses on the following key details of a democratic classroom: Participation, Respect and Action. The purpose of this lesson is for students to respond to their learning and plan an action to address the environmental issue of plastic bags. Students need to know:</p> <ul style="list-style-type: none"> • Citizens can enact change by reaching out to the local government. • Citizens can also enact change by personal action. • Citizens can inform others to inspire them to take action. <p>Teacher Background Text: The Power of a Democratic Classroom</p> <p>Plan Ahead: Consider what materials you may need for the action(s) in the next lesson, based on your knowledge of resources available to you and your students.</p> <p>End of Theme Project Feedback Google Form: Please complete so that edits and revisions can be made to End of Theme Projects to ensure diverse, inclusive and equitable Social Studies experiences.</p> <p style="text-align: center;">Instructional Delivery (UDL Embedded) Representation/Engagement</p> <p><i>This is the introduction to the lesson with access and multiple approaches to learning considered. This introduction should be followed with processing opportunities for students to demonstrate the active verb found in the I Can statement.</i></p> <p>Part One: As a whole-class activity or in small groups, students brainstorm how they want to respond to the issue of plastic bags in the environment. (Action Ideas and Resources)</p> <p>Part Two: Conduct a class vote to choose an action or allow students to choose their own.</p> <p>Part Three: After choosing an action, students begin their Environmental Action Plan.</p> <p style="text-align: center;">Differentiated Instruction</p> <p><i>Purposefully choose one or more of the following options based upon student needs or formative assessment data to have students process and engage with content. If these options do not address your students' needs, additional options may be found on the Special Education icon on your Brightspace ELC page. You may also incorporate other instructional strategies that align to the standards and use district-approved resources.</i></p>	<p>Expression/Product <i>These are options to check student understanding (should be tailored to meet individual needs). "GO" indicates that these may be appropriate gradable opportunities, but teachers may count other products/assignments /assessments as well in a student's grade as well.</i></p> <p>Gradable Opportunity:</p> <p>Environmental Action Plan</p> <p>Action Plan Rubric (Consider adapting to meet the needs of your students and project completion)</p>

To close our Government unit, 5th graders learned about laws that addressed the issues of single use plastic bags. After learning about the impact plastic bags have had on their community and around the world, students developed "Action Plans" to address these problems.



Dealing with the impact of plastic bags in our community

By: Helen, Ariel, and Emily

Fifth grade students created Google Slide Decks demonstrating what they learned about the issues of single use plastic bags. Students included facts they learned about ways to reduce use of single use plastic bags.

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Fifth grade students created Google Slide Decks demonstrating what they learned about the issues of single use plastic bags. Students included facts they learned about ways to reduce use of single use plastic bags.

How are plastic bags impacting our communities :

First, why we think plastic bags are a problem in our community is they can kill or even injure animals. Also sometimes animals mistaken them for food! More than 700 species has been stuck in plastic ! In addition, plastic can even get into streams, creeks, or even rivers. Also, communities are kinda struggling with getting trash out of the oceans ! This project is going to try to indicate to you to stop only using single use bags. If we can reuse them these problems can be dealt with in our community.

So I hope that you and me can help reuse plastic bags in our community.

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How we can stop plastic bags from impacting our communities

Of course, we can always stop using plastic when ever we want to because it's something good to-do! Being apart of not trying to impact our communities with plastic bags are one of the most awesome things you can do ! You can always reuse them and not throw them everywhere like on the roads, beaches, and other random places! In addition, communities are kinda struggling with getting trash out of the oceans ,but some people go to the beach just to help clean it !

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Examples Of Reusing Plastic Bags!

Examples, of things that you can do in your community to help reuse bags are making shirts out of them LINK [Make alternative grocery bags](#). Also, you can even email a teacher to mail a letter to your County Executive LINK [Find my state/legislative or national/congressional elected officials](#).

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Dear Senator Sarah Elfreth,

If you remember, My name is Tyler Cannady. I'm a fifth grader at Edgewater elementary. You gave me and my mom a tour of the State House and the tunnels under it. If you don't remember it's okay.

My school is doing a project on how to reuse plastic bags. One of the choices was to "send an email to an elected official about the need for a plastic bag law or ideas to improve any existing bag laws".

Plastic bag usage in Edgewater is a big issue. They break down into tiny toxic particles that contaminate the soil and waterways and enter the food chain when animals accidentally ingest them.

A few years ago, I used to always go to my Father's school in Upper Marlboro. He always told me about the dangers of plastic bags. I have seen a lot of issues in my neighborhood (Londontowne) as well as the waterways near his school. This is causing a lot of issues in local areas, (especially in the water), and I think this is a perfect time to deal with this issue.

I immediately thought of contacting you because you are thoughtful and caring to all individuals including children. I understand if you can't help because the elections just occurred and you have a lot on your plate.

But if you can please email me back so we can start brainstorming ideas for reusing plastic bags.

I hope to talk with you soon,

Sincerely,

Tyler Cannady, Peyton C. and Noah D.

Fifth grade students wrote a letter to their Senator demonstrating what they learned about the issues of single use plastic bags and the negative effects they have on the environment.

Fifth grade students created We Videos demonstrating what they learned about the issues of single use plastic bags and the negative effects they have on the environment.