

Epi- sodes	Key Ques- tions	Activities	Class Organi- zation	Resources	Goals and As- sessments
1. The Invitation Feb. 1 - 9	1. Will you take the challenge to become a sustainability superhero and make a difference at MLC? What are the costs/ benefits?	1. The principal comes around to each class and invites the students to become sustainability superheroes and help reduce the size of MLC's environmental footprint. The students are asked to learn all they can on their trip to Islandwood and then come back and use that knowledge to help our school. 2. Students write an Islandwood Anticipation journal thinking about what they might learn on the trip that will help them when they return.	whole class individual students	paper for class brainstorm list of ideas. journal prompt	Science- inquiry process, eco-systems, watersheds, hypothesis testing, recycling, permeability, water testing
2. My Superhero Feb. 13 - March 3	1. Who will my superhero be? What power will he or she have that will contribute to creating a smaller footprint for MLC?	1. Students are asked on their return from Islandwood who their superhero will be and what sustainability superpowers he or she will have. They write their ideas in their Islandwood journals. 2. Students create a mask and a cape for their superhero. These are displayed in the classroom. 3. A sustainability superhero biography is written. This biography is first written as a form and then turned into a narrative.	whole class individual students individual students individual students	Islandwood journals plaster cast material, paint, blue and green fabric for capes, vaseline, scissors, art supplies	Math- scale, estimation, cost analysis, volume and area

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<p>3. The Problem</p> <p>Feb. 27 - March 10</p>	<p>1. What are some of the ways that the MLC community has a negative impact on the environment?</p>	<p>1. Brainstorm and list.</p> <p>2. Students discuss in groups which of these problems they could work on to help solve. Groups report to the whole class. Emily will provide background to the recycling issue.</p> <p>3. Collect all garbage in each class for one week. Sort, weigh, and categorize. (organic waste is kept separately in a bucket) Possible categories: glass, non-recyclable plastic, recyclable plastic, organic waste, landfill, not sure. Results are posted outside each classroom.</p>	<p>whole class</p> <p>groups of four</p>	<p>chart paper and pens</p> <p>notepaper for the groups to record their ideas.</p>	<p>Writing- persuasive writing, analytical writing, imaginative writing, narrative writing, writing for different purposes</p>

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4. The Projects April 3 - 7	1. What pro- jects could our superhe- roes take on that would address some of the problems we see around the school?	<p>1. The four classes come together in the audi- torium to decide on the two projects that they all want to work on. Kyle will head up the re- cycling project and Shane will head up the runoff project.</p> <p>2. Each superhero writes a journal explaining why he or she is uniquely qualified to work on the project. (recycling or run off reduction on the playground)</p> <p>3. Students are divided into two groups and each group is headed by two teachers. Mar- tha and Jeff will work on the runoff project, while Claire and Ned will work on the recycling project.</p>	<p>whole class of four classes</p> <p>individual</p> <p>four classes in two groups of mixed age.</p>	<p>chart paper and pens</p> <p>journal prompt</p>	<p>Reading- read- ing in the con- tent areas, re- search skills, analyzing, read- ing for meaning</p> <p>Speaking- per- suasive speak- ing skills, pre- paring a speech to communicate and/or persuade</p>

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<p>5. The Plan</p> <p>April 10 - 14</p> <p>April 17 - 21</p> <p>April 24 - 28</p> <p>May 1 - 5</p> <p>May 8 - 12</p>	<p>1. What do we need to do?</p> <p>2. How do we get the resources we need?</p> <p>3. How do we educate the rest of the community about what we are doing and why?</p>	<p>This episode will be revised by Kyle and Shane.</p> <p>1. There are now two groups working on two different problems. Each group is comprised of students in all four classes. The students meet in their problem groups to develop their plan.</p> <p>2. Students form groups of six to work on plans for their project. The groups must be heterogeneous according to the superpowers of the superheroes in them.</p> <p>3. The plans must include, drawings, lists of materials, possible costs, possible funding sources. Each superhero in the group must make a contribution to the plan according to his or her superpowers.</p>	<p>two groups containing superheroes from all four classes</p> <p>groups of six</p> <p>groups of six</p>	<p>paper to list group members</p> <p>graph paper, colored pencils, drawing paper and lined paper</p>	<p>Social Studies- community involvement, politics and the environment, neighborhood issues</p> <p>Geography- land forms, topographical maps, scale, contour lines, geographical formations</p> <p>Technology- use of computer for research and for presentation and communication</p>

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<p>6. The Celebration</p> <p>May 15-19</p> <p>May 22 - 26</p> <p>Celebra- tion will be on Thurs- day, May 25 at 4:00 p.m.</p>	<p>1. How can we share the work of our sustainability superheroes with the rest of the MLC community?</p> <p>2. How can we encourage others to join us in creating a smaller foot-print for MLC?</p>	<p>1. Brainstorm and list. Students share ideas for a celebration to educate the community about what we have done with our two projects.</p> <p>2. A celebration is planned, invitations sent out, parents and community are invited. Part of the celebration will probably involve an all school gathering in order to share with the MLC student body.</p> <p>3. Students work on different aspects of the celebration in new groups.</p> <p>4. The celebration involves a presentation in the auditorium and a tour of the classrooms as well as the project sites.</p>	<p>all four classes</p> <p>groups of six</p> <p>groups</p> <p>all four classes</p>	<p>invitations, slide show, music, scripts, etc.</p>	

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<p>7. Re- flection</p> <p>May 29 - June 2</p> <p>Portfolio Night is on Thurs- day, June 1</p>	<p>1. What did I learn from becoming a sustainability superhero?</p> <p>2. How has this experi- ence changed the way I think about the world, the environ- ment, and my place in it?</p> <p>3. How have I learned to reduce my own envi- ronmental footprint?</p>	<p>1. Students do some reflective writing on these questions. This writing becomes a final evaluation and is included in a topic folder.</p> <p>2. Students create a topic folder that documents all that their superheroes did from beginning to end. This topic folder is the main piece of work shared at the spring portfolio conference and includes drawings, journals, pictures, plans, class charts, and individual student work.</p> <p>3. The topic folders are scored according to a criteria shared at the beginning of the process and will include presentation, content, artistic effort, writing, and a point from the teacher to reflect individual, personal growth.</p>	<p>individual</p> <p>individual</p> <p>individual</p>	<p>writing jour- nals, materi- als for creat- ing topic folders (let's look for re- cycled paper or some ma- terials that are envi- ronmentally friendly.)</p>	