


COURSE TITLE
Instructor

DESIGNING AN ENVIRONMENTAL INVESTIGATION
Karen Finter

WELCOME 				
OUTCOME	ASSESSMENT	ACTIVITY	NYS STANDARDS Key ideas and Indicators	TIME IN MINUTES
Participants will become familiar with on-line course procedures and 'culture'	Review responses in "What on Earth have I gotten into?"	Read and respond to course syllabus and roadmap. Post responses in What on Earth have I gotten into.		10 minutes
Participants will read and respond to course outcomes and objectives	Review Responses in "What on Earth have I gotten into?"	Respond to prompt "What is your motivation for taking this course?" Provide one warm and one cool comment for other's responses.		15 minutes
Participants will form a learning community, sharing ideas, knowledge and backgrounds	Review posted Biopoems, showing photos, clipart and wav files inserted into them.	Create a BioPoem to tell us a little bit about yourself and to put a face with a name. Demonstrate technology skills by inserting graphics, sounds and photos into work.		60 minutes

YOUR COURSE				
OUTCOME	ASSESSMENT	ACTIVITY	NYS STANDARDS	TIME
Identify values, beliefs and interests of others as they relate to an environmental issue.	Post responses to article from different points of view.	Read descriptions of VALUES, BELIEFS AND INTERESTS as these terms relate to Environmental Issues. Read article regarding the situation in the town of Holley, NY. (2002) and respond from a “key players” point of view. Dialogue with “key players” regarding situation in Holley.	MST 7 ELA 1	45 minutes
	Using Class feedback and information, create a table demonstrating the attributes of the Holley Players	Identify Values, Beliefs and Interests of each of the Holley Players.		30 minutes
	Individually, post a key player matrix for Fruitvale scenario.	Using the Fruitvale scenario (article, maps, interviews and website) determine the key players and their values, beliefs and interests in the issue.		30 minutes

<p>Gather and Interpret data important to the understanding of an environmental issue through survey and experimentation.</p>	<p>Post Working Hypothesis, Questions to Consider and Graphic Organizer</p>	<p>Develop a graphic organizer to demonstrate the possible causes of the situation in Fruitvale, and all of the evidence to support or refute the claims.</p>	<p>ELA 1 MST 1 & 4</p>	<p>60 minutes</p>
		<p>Generate a working hypothesis and a series of questions/areas to investigate</p>	<p>MST 7</p>	<p>30 minutes</p>
	<p>Submit a sample survey.</p>	<p>Using an on-line survey generator, develop an instrument to collect data from the townspeople of Fruitvale.</p>	<p>ELA 1</p>	<p>90 minutes</p>
	<p>Post Survey data Analysis and responses to discussion thread as to what this would look like in a classroom.</p>	<p>Receive data collected from survey & interviews, and use data to refine hypothesis. Post analysis and refined hypothesis.</p>		<p>45 minutes</p>
<p>Gather and Interpret data important to the understanding of an environmental issue through survey and experimentation.</p>	<p>Post and review experiment designs and provide feedback to others.</p>	<p>In lab teams, design an experiment to test one possible hypothesis that could utilize materials found in any school laboratory.</p>	<p>MST 4</p>	<p>60 minutes</p>
	<p>Post data analysis and further refined hypothesis.</p>	<p>In lab teams, download and review data collected during “experimentation” of Fruitvale Samples</p>		<p>75 minutes</p>
	<p>Post identification of Fruitvale contaminant and scope of pollution.</p>			

Participate in role plays in the context of solving an environmental problem.	Post graphic organizer comparing/contrasting clean-up options.	Research and review potential “clean-up scenarios for Fruitvale contamination.	MST 7	45 minutes
	Participation in on-line chat, in character, to resolve issue. Group will reach consensus regarding issue and decide on which option to choose.	Participate in synchronous on-line town meeting, role playing townspeople of Fruitvale, working to resolve contamination issue.	ELA 3	60 minutes
	Post personal evaluation and reaction to process.	Provide an evaluation of on-line town meeting. Describe the process of reaching consensus.	ELA 4	30 minutes
Identify ways to take action on local environmental issues.	Post list of possible areas, identifying top two.	Research areas of local environmental concern.	MST 1	15 minutes
	Post description of investigation, including possible interview candidates, student data collection and experiments	Identify the players, their motives and possible areas for student data collection and experimentation.	MST 1 & 7	30 minutes
	Post calendar for investigation, including a day by day breakdown of student and teacher activities.	Outline process for student led investigation. Including, data to be collected, authentic audience for findings, mode of presentation, possible outcomes.	MST 4 & 7	120 minutes
	Responses to peer projects posted in warm and cool comments.	Respond to peer projects		15 minutes
	Post rubric or performance checklist for students.	Develop rubric or performance criteria for student work.		20 minutes

Participants will provide feedback and evaluation of course.	Completed evaluation tool.	Complete evaluation using on-line survey and submit responses.		15 minutes
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