



## Environmental Stewardship and Renewable Energy Course

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## GETTING STARTED

### Computer System and Software Requirements:

1. The ideal classroom should have a Windows computer and a DVD or zip drive, a projector and printer for the instructor.
2. Each students should have access to a Windows based computer with a DVD or zip drive and access to a the following software programs (e.g., MS Word, MS Powerpoint, MS Excel, Internet access with a browser, Adobe Acrobat Reader, [A Windows FLV player](#), [Inspiration Free Trial](#), [Any Video Converter](#), and the [Avidemux Video Editor](#)).
3. When lessons are taught in classrooms where students don't have access to Windows based computers, they will need a printed copy of [FlexTIM Workbooks #1](#) (219 pages) and [Workbook #2](#) (148 pages) and must bring both workbooks to every class.



## Environmental Stewardship and Renewable Energy Course Critical Thinking and Writing Course Description

### GENERAL USER INFORMATION

The “Renewable Energy and Environmental Stewardship Course” (hereafter referred to as Stewardship Course) is designed to help students appreciate the threat that Climate Change (much of which is caused by human activity) poses to the many ecosystems that make up the Earth. In addition, students will be challenged to assess their obligation to protect the delicate balance that must be maintained between their human society and the health of the ecosystems they are immersed in.

All the Stewardship Course lessons, reading assignments, classroom lab activities, homework assignments, quizzes, writing assignments and work product assignment are housed on the Stewardship Course DVD or flash drive. All answer sheets and Powerpoint flash cards require a password for access (which is provided to the school’s administrator). Each computer should be configured to make it easy to navigate the Stewardship Course.

**Note:** If nothing happens after you left mouse click on the first slide of a Powerpoint lesson selected from the syllabus, then right mouse click on the slide and select, “**Full Screen**” to go into slideshow mode.

### GENERAL OVERVIEW

The Environmental Sustainability course is an interdisciplinary English/Social Studies/Earth Science course designed to prepare students for the challenges of analyzing complex scientific arguments and deconstructing their validity, based on the premises and supporting data presented. The course engages students to explore the impact that key economic activities (e.g., hydraulic fracking, factory farming, deforestation of the rain forest, coal power electrical plants, etc.) are having on human health, and the planet. In addition, the course challenges students to define their obligation to “Environmental Stewardship” in terms of reducing their global footprint. And “Social Activism” when companies and/or governments violate the Environmental Protection Agency’s (EPA) standards for polluting, air, land and bodies of water in their communities (e.g., lead in the water in Flint, Michigan).

Finally, few scientific experts would argue that our current fossil fuel driven energy economy, and chemical pesticide driven factory farming systems are sustainable. This begs the question, how can create a more sustainable economic model which sets the priorities for economic growth to be based on what’s healthy for people, doesn’t adversely impact the planet and is profitable for companies?



## Environmental Stewardship and Renewable Energy Course Critical Thinking and Writing Course Description

### GENERAL OVERVIEW (CONTINUED)

The Stewardship Course activities are filtered through a series of FlexTIM critical thinking techniques to help students improve their reading comprehension and develop critical thinking skills, using a proven annotation technique combined with the Critical Inquiry Method. Finally, through a series of lab activities, writing assignments and work product assignments, FlexTIM offers students authentic opportunities to strengthen their critical reading, scientific writing, speaking and problem solving skills.

The Stewardship Course is structured in units, with each unit being comprised of ten lessons and culminating with a written or work product assignment (e.g., investigative TV news report, developing an infomercial, debating a wedge issue, creating a speech, etc.). Each lesson features a Powerpoint lecture and corresponding lab activity for that lesson. The focus is on the application and practice of developing critical thinking strategies, while applying inductive and deductive reasoning skills through discussion, problem solving, collaboration, lab work, essay writing and work product development.

Finally, FlexTIM helps students expand their data analysis skills by comparing studies related to scientific wedge issues in current day American life (e.g., mass food production, climate change, chemicals & industrial pollution, etc.). In order to truly understand the pros and cons of issues, students must have the ability to effectively evaluate the quality of the evidence, and identify the reasoning assumption, biases and [reasoning fallacies](#) that went into the arguments premises, data collection and conclusion.

### The FlexTIM Course has five primary objectives:

**One:** To teach students how to use the FlexTIM questioning tools to improve their comprehension as they explore an extensive overview of the Earth's components (e.g., atmosphere, land, water, energy and ecosystem). To help students understand how human beings can reduce their carbon footprints and become better stewards of the ecosystems in which they live, move and have their being. In addition, this course is designed to help participants appreciate the intricacies and delicate balances of the relationships that various species and habitats have with each other. (See Video – [Systems Theory](#))

**Two:** To examine the environmental problems, challenges to human health and injustices caused by industrial pollution and Climate Change (CC). Bring to light the fact that communities dominated by people of color throughout the US are sited with a disproportionately high number of polluting facilities (e.g., incinerators, landfills, coal-fired power plants, etc.) and their associated adverse health effects. Participants will use mapping techniques to identify sources of unwanted land uses in their communities. (See – [Dumping in Dixie, by Robert Bullard](#))



## Environmental Stewardship and Renewable Energy Course Critical Thinking and Writing Course Description

### The FlexTIM Course has five primary objectives: (Continued)

**Three:** To determine what it takes to force a government (e.g., city, state, and federal) to legislate and implement solutions (e.g., laws, policies, penalties, and programs) to environmental problems. To examine how Rachel Carson used her book entitled, "[Silent Spring](#)", to force the banning of DDT, become the catalyst that led to the creation of the Environmental Protection Agency (EPA) and to engender today's environmental movement. Finally, to explore how grassroots strategies (e.g., such as marching, boycotting, and social networking), have been used to engage the public to press government to force wrongdoers (i.e., polluters) to act in the public's interest.

**Four:** To provide students with a basic knowledge of the sources of renewable energy, and the Green industry career opportunities that are being made available in this fast moving, high growth sector. In addition, students will be introduced to the challenges that will be required to transition from our current fossil fuel based economy to a sustainable, 21st Century, renewable energy based economic model.

**Five:** To examine the impact that Mass Food Production (MFP) and chemical pesticides are having on the environment and the health of Americans (e.g., obesity, diabetes, heart disease, etc.). Identify the techniques and challenges associated with sustainable organic farming and the struggles that many Americans face in their efforts to gain access to and prepare healthy nutritious food. ([See Video](#))

Finally, it is our belief that after educating students about the reasons for environmental pollution and Climate Change, that they will become advocates for environmental justice. The hope is that this new awareness will engender passions that will last a life time, and help create a new generation of environmental stewards.



## Environmental Stewardship and Renewable Energy Course Critical Thinking and Writing Course Description

### What is Critical Thinking and Why is it Important?

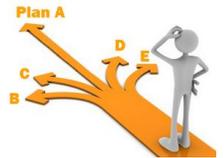
How can educators prepare students for jobs that haven't been created yet? Emphasis on the ability to develop transferable thinking skills, via connected knowledge structures are essential, if our students are to be prepared for the unknown challenges that await them in the 21<sup>st</sup> Century Global Economy.

From our vantage point, critical thinking is defined as the deliberate use of skills and strategies that increase the probability of a desirable outcome (Halpern, 1996). Critical thinking skills are often referred to as higher order cognitive skills (e.g., analysis, synthesis and evaluation) to differentiate them from simpler lower order (e.g., recall, comprehension, application) thinking skills. Higher order skills are the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions.

In one sense, critical thinking skills are used to make decisions and solve problems, but they also involve generating and selecting alternatives and judging among them. Creative thinking is encompassed under this category because of its importance in generating alternatives and restating problems and goals.

### The Goals of Critical Thinking Metaphorically

(1) Crystalize the problem; (2) identify and weigh the viability of alternatives; (3) and then use a laser like focus to paint a picture of the way forward.





## **Environmental Stewardship and Renewable Energy Course Critical Thinking and Writing Course Description**

### **A Skills Approach to Critical Thinking**

FlexTIM's critical thinking instruction is predicated on two assumptions:

1. That there are clearly identifiable and definable thinking skills that students can be taught to recognize and apply appropriately, and
2. If these thinking skills are recognized and applied, the students will become more effective thinkers and writers.

The following is a list of critical thinking skills taught via the FlexTIM System:

1. Using concept mapping to brainstorm and construct an outline;
2. Using the FlexTIM annotation technique to better comprehend and analyze complex text;
3. Using the Critical Inquiry Method to improve interrogation techniques when reading;
4. Recognizing and analyzing hidden assumptions and value conflicts;
5. Identifying argument markers and the quality of the reasons used to support a conclusion;
6. The ability to analyzing literature in terms of what it says, what it means and why it matters;
7. The ability to evaluate a concept or a theory in written form, or as a formula, or as a graph;
8. Using writing workshops and rapid fire competitions to harness the power of reflective learning;
9. Using statistics and graphs to support logical inferences and analyze problems; and
10. Recognizing the ambiguity, irony and consequences of a socially constructed reality.



## FlexTIM Critical Thinking Course Description

### WHAT IS FLEXTIM

FlexTIM stands for the Flexible Technology Intervention Method. Moreover, FlexTIM is a critical thinking system for Urban Students that is the culmination of an 8-year long Rutgers University graduate school project developed by Robert Robinson in collaboration with and the late Joseph Bowman, Ph.D. It was designed to give students the tools they will need to be prepared for the rigors of college-level critical thinking and writing. FlexTIM has been tested on eight college campuses as a part of their pre-freshman summer programs (e.g., Rutgers University, SUNY Morrisville, University of Albany (STEM Program), Kean University, New Jersey City University, Warren Community College, The College of New Jersey and Georgia State University).

### WHAT IS THE PEDAGOGY BEHIND FLEXTIM?

“Tell me and I will forget. Show me and I will remember. Involve me and I will understand.” – John Dewey

FlexTIM was designed in the spirit of John Dewey, who pioneered the notion that students learn best by doing, (e.g., I do, We do, You do), at The University of Chicago Laboratory School. FlexTIM is a highly interactive, project-based curriculum that helps students develop and improve their writing, editing and evaluation skills. Additionally, through tools like the color coded assignment rubrics, writing workshops, and reflective lab activities, FlexTIM is designed to help students develop the metacognitive skills (i.e., "what we know about what we know") that will enable them to realistically evaluate the quality of the work products they create. ([See Video – Metacognition](#))

FlexTIM’s pedagogy is based on a problem-solving context for actively engaging students in the thoughtful application of knowledge. This educational viewpoint is called cognitive constructivism and was derived from the work of Lev Vygotsky (1978). Vygotsky’s constructivist paradigm views knowledge and learning through social, cultural, and political lenses. This view suggests that for the individual, learning is a continuous process of constructing meaning from experiences based on human and environmental interaction, prior knowledge, beliefs and values.



## FlexTIM Critical Thinking Course Description

### JUST WHAT IS THE FLEXTIM ADVANTAGE IN NUTSHELL?

FlexTIM is an 8-year-in-the-making transformational 21st Century teaching and learning system. It offers teachers a technology based platform with rich issue driven content that enables them to use the critical inquiry method, combined with collaborative classroom discussion, writing workshops, and a host of other FlexTIM teaching tools, to create a reflective learning environment that challenge students to actualize their own potential.

In relation to students, FlexTIM uses a metacognitive approach that constantly challenges students to realistically evaluate and expand their “Sphere of Understanding” as it relates to an issue, theory or a social policy. Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Students often attend college with an inflated estimate of their ability to analyze complex issues or master the challenges required to synthesize and evaluate unfamiliar material.

The FlexTIM critical thinking system uses formative issue vignettes, color coded rubrics, CIM questioning techniques, inductive reasoning, propositional logic, data analysis and writing workshops to challenge students to delve deeply into complex issues and find relationships between concepts that had not, here-to-fore, been seen as being connected.

FlexTIM employs students to understand that thorough analysis of a complex wedge issue requires them to uncover the value conflicts, ambiguity, irony, policy implications, opportunities and unintended consequences buried in the social complexity of the issue.

The [FlexTIM Character Challenges](#) are a series of video vignettes with follow up questions that offer students opportunities to reflect on a range of situations (e.g., self-actualization, bullying, an abusive professor, etc.) that will require courage and/or integrity to overcome.

Furthermore, FlexTIM teaches students how to use proven reading comprehension and annotation tools, while providing them with authentic opportunities to readily undertake the close, attentive reading required to comprehend and analyze complex issues and works of literature.



## FlexTIM Critical Thinking Course Description

### FLEXTIM EMPLOYS THE COMMON CORE STATE STANDARDS

In keeping with 21<sup>st</sup> Century best practice, FlexTIM filters each of its lessons through “The Common Core State Standards” (CCSS) for English Language Arts in Literature and Social Studies, with one Powerpoint slide in each lesson specifically designated to identify the CCSS in that lesson.

As students evolve in this course, they will develop the critical reading skills necessary to filter through content and quickly decipher an argument’s value assumptions and claims. In addition, FlexTIM’s lessons step students through the skills needed to construct syntactically valid arguments and use logical entailment to convince their readers or listeners to arrive at the intended conclusion.

### HOW DID WE SELECT OUR KEY VOCABULARY WORDS, READING MATERIAL AND LAB ASSIGNMENTS FOR FLEXTIM?

The key vocabulary words used throughout any given FlexTIM Unit are strategically reinforced in reading materials and lab assignments. The goals in selecting vocabulary words are as follows:

- Many of the high frequency words provided in the exemplars of [Appendix B of the Common Core State Standards \(CCSS\)](#) for the 8<sup>th</sup> through the 12<sup>th</sup> grades are used extensively as key vocabulary words in FlexTIM reading material and/or as critical words in FlexTIM lab activities, quizzes, writing and work product assignments.
- Most of the [FlexTIM vocabulary words](#) are “general academic words” having multiple meanings which enable [FlexTIM exercises](#) the opportunity to challenge the reader to appreciate that the meanings of any given word is determined by the context in which it is being used.
- Whenever possible, the vocabulary words will have a prefix or a suffix (preferable both). The FlexTIM [prefix](#) and [suffix](#) exercises help students improve their knowledge of prefixes and suffixes which can be very helpful in predicting the meaning of unfamiliar words when reading complex text.



## FlexTIM Critical Thinking Course Description

### HOW DID WE SELECT OUR KEY VOCABULARY WORDS, READING MATERIAL AND LAB ASSIGNMENTS FOR FLEXTIM?

- In addition, we try to use vocabulary words that have numerous derivatives and synonyms. By using a vocabulary word and its' derivatives in reading material, we expose students to the full breathe of the word (e.g., inference, inferable, inferential). Our [synonym paraphrasing exercises](#) are designed to expand the vocabulary exposure of similar words exponentially (i.e., If there are 10 vocabulary words and each word has 10 synonyms the student would be required to interact with 100 similar words in order to complete the paraphrasing exercise).
- Finally, we explore the [etymology of our key words](#) looking for historical, figurative and metaphorical references that will further expand their connotative meanings.
- The reading materials used in FlexTIM lessons are filtered through the Lexile framework for reading and the [Common Core State Standards](#) text complexity grade bands. These grade bands are uses to correlate the complexity of the reading demands of a given text with a student reading skills. Lexile grade bands range between 200L and 1800L. Most of the FlexTIM reading assignments range between 833L and 1193L, which is the Lexile grade band range for the 9<sup>th</sup> to the 11<sup>th</sup> grades. Many FlexTIM reading assignment have a [Lexile score](#).
- Our lab activities and quizzes offer student authentic opportunities to practice expanding their writing and language skills development (e.g., prefix exercises, paraphrasing synonyms exercises, meaning in context exercises, [Critical Inquiry Method \(CIM\)](#) exercises, etc.).



## FlexTIM Critical Thinking Course Description

### FLEXTIM's TECHNOLOGY TOOLS

Each of the technology tools employed by the FlexTIM Critical Thinking System:

1. Helps students delve deeply into the value conflicts, ethical issues and historical knowledge required to make the kinds of critical assessments (via an examination of [18 Major Conflicts of Human Existence](#), [FlexTIM United States History Time-Line \(1313 – 2013\)](#), and [43 key concepts, theories and questions](#)) that lay the framework for the FlexTIM Critical Thinking Method;
2. Engages students in the Eight Questions of Thought, the [Critical Inquiry Method](#), and propositional logic to help them develop better questioning and evaluation skills;
3. Helps students use the [Read/Write Web](#), [You Tube](#), and [Inspiration Graphic Organizer](#) software to find or create information (e.g., video, graphics, data, etc.), organize their thoughts, and develop them into outlines for presentations, speeches and written assignments; and
4. Engages students to use the color coded assignment rubrics and the [four step clarification format](#) to structure, organize and evaluate the semantic quality of their written assignments. While using the [FlexTIM grammar correction tool](#) to evaluate the syntactic quality of their work.



### **Text Books & Other Course Materials:**

- [The FlexTIM Critical Thinking Text Book](#), Internet Excerpts
- [Environmental Literacy & Green Jobs](#), 1<sup>st</sup> Addition, (Halsey Street, 2012)
- FlexTIM Lab Activity & Home Work – [Work Book #1](#) – [Work Book #2](#)
- [What’s Wrong with Industrial Agriculture?](#) by Leo Horrigan, Robert S. Lawrence, and Polly Walker, 2002
- [Silent Spring](#), Rachael Carson
- [Dumping in Dixie](#), Robert Bullard,
- Various hyperlinked references to stories, video clips and exercises related to the [philosophical conflict of the week](#). (Available on the Critical Thinking DVD)
- [Using Inspiration 9](#) (Graphics Organizer)

### **Grading:**

- 25% of the final grade will be based on classroom participation and quizzes.
- 75% of the final grade will be based on four Writing and/or Work Product assignments.

### **Copyright and Permissions:**

For those exemplar texts not in the public domain, we secured permissions and in some cases employed a conservative interpretation of Fair Use, which allows limited, partial use of copyrighted text for an educational purpose as long as that purpose does not impair the rights holder’s ability to seek a fair return for his or her work.



## ji Detailed Course Activities Schedule - Unit #1 - [TOC]

<b>Theme</b> – Critical Thinking Questioning and Arguing Techniques will be taught via the topics of Climate Change and the impact Climate Change is having on the weather, oceans and the land.			
Unit	Lesson\Lesson Description	Readings\Web Sites & Videos	Assignments
Unit 1 Les 1	<b>Lesson # 1 - This lesson will:</b> Introduce students to Convergent Thinking and the “FlexTIM” critical thinking process. The goal of this lesson is to show students how they can use the “Five W’s and the H” to interrogate a text, by generating critical questions that can lead to a deeper understand when reading a complex essay or story.	<b>Reading(s):</b> <a href="#">CT Text Book</a> – (6-9)	<b>Exercise(s)</b> <a href="#">6 Questions - Assignment</a>  <b>Home Work</b> <a href="#">Key Words Set #1</a>
Unit 1 Les 2	<b>Lesson #2 - This lesson will:</b> Introduce students to Divergent Thinking (brainstorming via spontaneous and free flowing ideas). The goal of this lesson is to introduce students to the process of creating many unique solutions in order to solve a problem.  <b>Note:</b> A computer lab is required for this lesson.	<b>Reading(s):</b> <a href="#">CT Text Book</a> – (6-9) <b>Technology Stuff</b> <ul style="list-style-type: none"> <li>• login to a computer</li> <li>• students need email address</li> <li>• use email address to set up a Google Account (remember your password)</li> </ul>	<b>Exercise(s)</b> <a href="#">Divergent Thinking</a> <b>Home Work</b> <a href="#">Cold Comfort (3-3)</a> <a href="#">Key Words Set #2</a> <a href="#">Writing Assign #1</a>
Unit 1 Les 3	<b>Lesson #3 - This lesson will:</b> Define and explore the Conditional or Implication (cause and affect) component of propositional logic. Using cause and effect logic to explain whether a relationship is a correlation or a coincidence.	<b>Reading(s):</b> <a href="#">Basic Components of Propositional Logic (7-10); Necessary and Sufficient Conditions (11-13)</a>	<b>Exercise(s)</b> <a href="#">Cold Comfort (1-3)</a> <b>Home Work</b> <a href="#">Media Violence</a>
Unit 1 Les 4	<b>Lesson #4: This lesson will:</b> Examine what an ecosystem is, explore the intricate relationships that enable ecosystems to thrive and scrutinize the Systems Theory of Living Things.	<b>Reading(s):</b> <a href="#">Green Textbook – (18-23 - 31-47); Climate Change Overview</a>  <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">Systems Theory – Mind Walk</a></li> </ul>	<b>Exercise(s)</b> <a href="#">Mind Walk</a>  <b>Home Work</b> <a href="#">CC Overview</a>
Unit 1 Les 5	<b>Lesson #3: This lesson will:</b> Examine the impact the rise in global temperatures is having on the planet. As the Earth’s temperature rises we’ll see more changes in our climate and our environment. This lesson will focus on illustrating some of the ways these changes will affect people, animals, and ecosystems.	<b>Reading(s):</b> <a href="#">Green Textbook – Chapter #1 – (16-28); Climate Change Overview</a>  <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">An Inconvenient Truth</a></li> <li>• <a href="#">Brazilian Rain Forest</a></li> <li>• <a href="#">Greenland &amp; Polar Ice Cap</a></li> </ul>	<b>Exercise(s)</b> <a href="#">Literacy Quiz</a>  <b>Home Work</b> <a href="#">Good Stuff (1-10)</a>



## Detailed Course Activities Schedule - Unit #1 - [TOC]

<b>Theme</b> – Critical Thinking Questioning and Arguing Techniques will be taught via the topics of Climate Change and the impact Climate Change is having on the weather, oceans and the land.			
Unit	Lesson\Lesson Description	Readings\Web Sites & Videos	Assignments
Unit 1 Les 6	<b>Lesson #6 – E:\Critical-Thinking-Environmental-Stewardship-Green-Activism\Arguments-Module-One-Lesson-Five-Note-First-Argument-Lesson-Explained.pps</b> <b>This lesson will:</b> Investigate the chemistry of pH, examine the acidification of the oceans; and explore the ecological impact acidification is having on the ecosystems of the oceans.	<b>Reading(s):</b> <a href="#">The Dark Sea</a> (1-7)  <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">Ocean Acidification</a></li> <li>• <a href="#">Gulliver’s Travels Litmus Test</a></li> </ul>	<b>Exercise(s)</b> <a href="#">Ocean Acidity</a>  <b>Home Work</b> <a href="#">Good Stuff (11-20)</a>
Unit 1 Les 7	<b>Lesson #7 – This lesson will:</b> Examine the environmental effects that industrial pollution is having on water and land (e.g., oil spills, fracking, coal ash spills, etc.).	<b>Reading(s)</b> <a href="#">Coal, Gas and Oil</a> (1-10)  <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">Coal Ash – 60 Minutes</a></li> <li>• <a href="#">Hydraulic Fracking</a></li> </ul>	<b>Exercise(s)</b> <a href="#">Ferminting Soda</a>  <b>Home Work</b> <a href="#">Inspiration Video</a>
Unit 1 Les 8	<b>Lesson #8 – This lesson will:</b> Explore how to use Inspiration 9 Concept Mapping Software to create a hyperlinked concept map, and an outline to better organize ideas and strengthen an argument for a speech, debate or paper.  <b>Note:</b> A computer lab and Inspiration software will be required for this lesson.	<b>Reading(s):</b> <a href="#">Climate Change Solutions</a> (1-12) <ul style="list-style-type: none"> <li>• <a href="#">Inspiration Tutorial</a> (text)</li> </ul> <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">Inspiration Tutorial</a> (video)</li> <li>• <a href="#">Stuff Happens Video Menu</a></li> </ul>	<b>Exercise(s)</b> <a href="#">CC Solutions Map</a>  <b>Home Work</b> <a href="#">Writing Assign #1</a>



## Detailed Course Activities Schedule - Unit #1 - [TOC]

### Writing Workshop

**Theme** – Critical Thinking Questioning and Arguing Techniques will be taught via the topics of Climate Change and the impact Climate Change is having on the weather, oceans and the land.

**Learning Objective** – This Writing Workshop challenges students to identify Climate Change related environmental problems and to explore the pros and cons of various solutions.

Unit	Lesson\Lesson Description	Readings\Web Sites & Videos	Assignments
Unit 1 Les 9	<p><b>Lesson #9 – Assignment #1 preparation lesson:</b> Students may ask any remaining questions they have about the writing assignment; explore the assignment rubric; support literature; and use the FlexTIM Grammar Correction Tool to complete the assignment.</p>	<p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grammar Correction Tool</a></li> <li>• <a href="#">Writing Tool Kit</a></li> </ul> <p style="text-align: center;"><b>Video</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Brainstorming</a></li> </ul>	<p><b>Exercise(s)</b></p> <p><b>Home Work</b> <a href="#">Writing Assign #1</a></p>
Unit 1 Les 10	<p style="text-align: center;"><b><u>Writing Workshop #1</u></b></p> <p>An anonymous student’s paper will be projected on the big screen and read aloud. Then it will be filtered through the assignment rubric, with the entire class offering constructive semantic and syntactic criticism. Finally, students will break into groups of three and spend the remainder of the workshop’s time evaluating their papers.</p> <p><b>Note:</b> All students will complete the writing assignment as the assessment of unit one. Work product assignments will not be available until the second unit.</p>	<p style="text-align: center;"><b>Writing Workshop</b> <a href="#">Instructor’s Assistant</a></p> <p><b>Note:</b> Each students will document the constructive criticism offered by classmates when their paper is reviewed, and hand in a revision of the original paper for a final grade.</p>	<p><b>Writing Assign</b> <a href="#">Writing Assign #1</a> <a href="#">Unit #1 Evaluation</a></p> <p><b>Home Work</b> <a href="#">Revise Assign 1</a></p>



## Detailed Course Activities Schedule - Unit #2 - [TOC]

<b>Theme</b> – Environmental Stewardship and Environmental Activism will be taught by exploring American History in relation to Environmental Conservation and Environmental Activism.			
Unit	Lesson\Lesson Description	Readings\Web Sites & Videos	Assignments
Unit 2 Les 1	<b>Review</b> “ <u>Postmortem Writing Workshop #1</u> ” <b>Lesson # 1: This Lesson will:</b> Define and explore the components of a social movement. In addition, students will use the Critical Inquiry Method (CIM) to enhance their questioning skills.	<b>Reading(s):</b> <u>CT Text Book – Appendix F (CIM); Social Movements (1-5); CIM - The Empty Pot (1-2)</u>	<b>Exercise(s)</b> <u>CIM The Empty Pot</u> <b>Home Work</b> <u>Key Words Set #1</u> <u>Writing Assign #2</u>
Unit 2 Les 2	<b>Lesson #2 – This lecture will:</b> Explore the beginning of the environmental conservation movement and environmental activism via the efforts of former President Teddy Roosevelt and the pioneers of the US Conservation Movement.	<b>Reading(s):</b> <u>Roosevelt and Conservation (1-5)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>Roosevelt and Conservation</u></li> </ul>	<b>Exercise(s)</b> <u>CIM - Roosevelt</u> <b>Home Work</b> <u>Key Words Set #2</u> <u>Writing Assign #2</u>
Unit 2 Les 3	<b>Lesson #3 - This lecture will:</b> Examine how Rachel Carson used the scientific method in her book entitled, “Silent Spring” to force the US Government to ban DDT. In addition, the book was instrumental in the creation of the Environmental Protection Agency (EPA) and the Environmental Movement.	<b>Reading(s):</b> <u>CIM Silent Spring Summary (1-5)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>Silent Spring</u></li> </ul>	<b>Exercise(s)</b> <u>CIM - Silent Spring</u> <b>Home Work</b> <u>CRS - Dump Dixie (1-4)</u> <u>Work Product 2</u>
Unit 2 Les 4	<b>Lesson #4 - This lecture will: Part 1 -</b> Examine Robert Bullard used the scientific method in his book entitled, “Dumping in Dixie” which engendered the 1982 Environmental Justice Movement.	<b>Reading(s):</b> <u>Close Reading Strategies (CRS) (1-4); CRS - Dumping in Dixie (1-4)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>Environmental Racism</u></li> </ul>	<b>Exercise(s)</b> <u>CRS - Dump Dixie</u> <b>Home Work</b> <u>CRS - Dump Dixie (5-15)</u> <u>Principles EJ (1-2)</u>
Unit 2 Les 5	<b>Lesson #5 - This lecture will: Part 2 –</b> Continue the exploration of Robert Bullard and his book entitled, “Dumping in Dixie” which engendered the 1982 Environmental Justice Movement. In addition, students will investigate how and why the State of Michigan put toxic amounts of lead into Flint’s drinking water.	<b>Reading(s):</b> <u>(CRS) Dumping in Dixie (5-15); Principles Environmental Justice (1-2)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>EJ Movement</u></li> <li>• <u>Lead in Flint Michigan</u></li> </ul>	<b>Exercise(s)</b> <u>(CRS) Dump Dixie</u> <u>Lead in Flint Michigan</u> <b>Home Work</b>



## Detailed Course Activities Schedule - Unit #2 - [TOC]

<b>Theme</b> – Environmental Stewardship and Environmental Activism will be taught by exploring American History in relation to Environmental Conservation and Environmental Activism.			
<b>Unit</b>	<b>Lesson\Lesson Description</b>	<b>Readings\Web Sites &amp; Videos</b>	<b>Assignments</b>
Unit 2 Les 6	<b>Lesson #6 – This lesson will:</b> Contrast the vastly different fracking experiences in Pennsylvania and New York, after a 500 trillion cubic feet deposit of shale gas was discovered in 2005 in the Marcellus field, which extends across both states.	<b>Reading(s):</b> <a href="#">Fracking in NY (1-6)</a> ;  <b>Videos</b> <ul style="list-style-type: none"> <li>• <a href="#">Fracking Explained</a></li> </ul>	<b>Exercise(s)</b> <a href="#">CIM No Fracking in NY</a>  <b>Home Work</b>
Unit 2 Les 7	<b>Lesson #7 – This lesson will:</b> Introduce students to the nuts and bolts of Social Activism (e.g., how to frame a demand: creating a petition and a ballot initiative.)	<b>Reading(s):</b> <a href="#">Social Activism (1-3)</a> ; <a href="#">Coal Pollution Damages Human Health (1-3)</a>  <b>Videos</b> <ul style="list-style-type: none"> <li>• <a href="#">Ballot Initiative</a></li> <li>• <a href="#">Making Your City Green</a></li> </ul>	<b>Exercise(s)</b> <a href="#">Petition Exercise</a>  <b>Home Work</b>
Unit 2 Les 8	<b>Lesson #8 – This lesson will:</b> Teach students how to become Community Environmental Detectives by using the Scorecard environmental hazards database and the MapQuest electronic GIS mapping tool.  Note: A computer lab is required for this lesson.	<b>Reading(s)</b> <a href="#">Scorecard</a>  <b>Videos</b>	<b>Exercise(s)</b> <b>Homework</b> <a href="#">Writing Assign 2 (or)</a> <a href="#">Work Product 2</a>



## Detailed Course Activities Schedule - Unit #2 (Continued) - [TOC]

### Writing Workshop or Work Product Workshop

**Theme** – Environmental Stewardship and Environmental Activism will be taught by exploring American History in relation to Environmental Conservation and Environmental Activism.

**Writing Assignment Learning Objective** - This Writing Workshop challenges students to analyze the impact the Environmental Movement has had on the quality of life in America.

**AND/OR**

**Work Product Assignment Learning Objective** - This Work Product Workshop challenge students to produce an Infomercial about a product, which will reduce the environmental impact of Climate Change or Pollution, or Chemical Toxins.

Unit	Lesson\Lesson Description	Readings\Web Sites & Videos	Assignments
Unit 2 Les 9	<b>Lesson #9 - Assignment #2 Preparation Lesson:</b> Students may ask any remaining questions they have about the writing or work product assignment; explore the assignment rubric; support literature; and use the FlexTIM Grammar Correction Tool to complete the assignment.	Reading(s) – <u>Writing Assign 2</u> ; <u>Work Product 2</u>  <b>Video</b>	<b>Exercise(s)</b> <u>Writing Assign 2 (or)</u> <u>Work Product 2</u> <b>Home Work</b> <u>Writing Assign 2 (or)</u> <u>Work Product 2</u>
Unit 2 Les 10	<b><u>Writing Workshop # 2</u></b>  An anonymous student’s paper will be projected on the big screen and read aloud. Then it will be filtered through the assignment rubric, with the entire class offering constructive semantic and syntactic criticism. Finally, students will break into groups of three and spend the remainder of the workshop’s time evaluating their papers.  <b>AND/OR</b>  <b><u>Work Product Workshop</u></b>  Student teams of two will work to create a three minute infomercial to advertise a new or existing green product (e.g., a product that will reduce the environmental impact of global warming or pollution, or chemical toxins.)	<b>Writing Work Shop</b> Environmental Movements Essay <u>Instructor’s Assistant</u>  <b>AND/OR</b> <b>Work Product Assignment</b> <u>Product Infomercial</u>	<b>Writing Assign</b> <u>Writing Assign 2</u>  <b>Work Product</b> <u>Work Product 2</u>  <u>Unit #2 Evaluation</u> <b>Home Work</b> <u>Revise Assign 2</u>

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## Detailed Course Activities Schedule - Unit #3 - [TOC]

Theme – Environmental Stewardship will be taught via topics that explore the impact that mass food production is having on human health, the environment & Climate Change.			
Unit	Lesson\Lesson Description	Readings\Web Sites & Videos	Assignments
Unit 3 Les 1	<b>Review</b> “Postmortem Writing Workshop #2” <b>Lesson #1 – This lesson will:</b> Examine the impact that everyday living (your carbon footprint) is having on Climate Change and the obligation that each person has to be a good environmental steward.	<b>Reading(s):</b> <u>Green Textbook – Chapter #5 –(111-114); Good Stuff - Green Products – (1-8 - PDF)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>Carbon Footprint</u></li> </ul>	<b>Exercise(s)</b> <u>Buying &amp; Stewardship</u> <b>Home Work</b> <u>Key Words Set #1</u> <u>Poetry Slam Comp.</u> <u>Writing Assign #3 (or)</u> <u>Work Product #3</u>
Unit 3 Les 2	<b>Lesson #2 – This lesson will:</b> Focus on how consumer products are made in terms of energy consumption and fare trade. And help students understand how to use their purchasing power to become better environmental stewards.	<b>Reading(s):</b> <u>Green Textbook – Chapter #5 – (115- 118); Good Stuff - Green Products - (9-15)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>Plastic Bottles &amp; Landfills</u></li> </ul>	<b>Exercise(s)</b> <u>Footprint Quiz</u> <b>Home Work</b> <u>Key Words Set #2</u> <u>CF Reduction Plan</u> <u>MFP Environment</u>
Unit 3 Les 3	<b>Lesson #3 – This lesson will:</b> Examine the impact that Mass Food Production (MFP) is having on the environment and the challenges of MFP.	<b>Reading(s):</b> <u>MFP Environment – (5-13)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>Sugar &amp; Environmental Decay</u></li> <li>• <u>Chicken Farm Pollution</u></li> </ul>	<b>Exercise(s)</b> <u>CRS – MFP Environment</u> <b>Home Work</b> <u>MFP Diet &amp; Health</u>
Unit 3 Les 4	<b>Lesson #4 – This lesson will:</b> Examine the impact that Mass Food Production (MFP) and chemicals are having on the health of Americans (e.g., Obesity, Diabetes, Cancer, etc.)	<b>Reading(s):</b> <u>MFP Diet, Heath &amp; Pesticides (16-21)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>Processed Food &amp; Diabetes</u></li> <li>• <u>Saturated Fat &amp; Heart Disease</u></li> </ul>	<b>Exercise(s)</b> <u>CRS – MFP Diet &amp; Health</u> <u>Chemicals in Food</u> <b>Home Work</b> <u>Sustain Agriculture</u>
Unit 3 Les 5	<b>Lesson #5 - This lesson will:</b> Identify the components and challenges associated with sustainable urban organic farming and the various ways to gain access to quality food.	<b>Reading(s):</b> <u>Sustain Agriculture – (24-29)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>Chicago Organic Farm</u></li> <li>• <u>Growing Power – Will Allen</u></li> <li>• <u>Breeding Fish – Low Tech</u></li> </ul>	<b>Exercise(s)</b> <u>CRS – Sustainable Agriculture</u> <u>Composting</u> <b>Home Work</b>



## Detailed Course Activities Schedule - Unit #3 (Continued) - [TOC]

<b>Theme</b> – Environmental Stewardship will be taught via topics that explore the impact that mass food production is having on human health, the environment & Climate Change.			
Unit	Lesson\Lesson Description	Readings\Web Sites & Videos	Assignments
Unit 3 Les 6	Lesson #6 – <b>This lesson will:</b> Focus on food deserts, the challenges of providing healthy food and the consequences of not doing so.	<b>Reading(s):</b> <a href="#">CRS Food Desert</a> – (1-7)  <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">Grocery Store in Dessert</a></li> <li>• <a href="#">Living in a Food Desert</a></li> <li>• <a href="#">Good &amp; Cheap Cook Book</a></li> </ul>	<b>Exercise(s)</b> <a href="#">CRS Food Desert</a> <a href="#">Agriculture Quiz</a> <b>Home Work</b> <a href="#">Processed Food is Bad</a> <a href="#">Is Junk Food Cheap</a> <a href="#">National Policy</a>
Unit 3 Les 7	<b>Lesson #7 – This lesson will:</b> Help students use Inspiration 9 to create a concept map for writing assignment three. Concept maps make it easier to organize ideas and strengthen an argument for a speech, debate or essay.  <b>Note:</b> A computer lab would be required for this lesson in order to use Inspiration.	<b>Reading(s):</b> <a href="#">Inspiration Tutorial</a> (text)  <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">Inspiration Tutorial</a> (video)</li> </ul>	<b>Exercise(s)</b> <a href="#">Inspiration Map</a>  <b>Home Work</b> <a href="#">Slam Poetry Comp.</a>
Unit 3 Les 8	<b>Lesson #8 – This lesson will:</b> Feature students competing in a classroom Poetry Slam Competition.	<b>Reading(s):</b>  <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">The Rose from the Concrete</a></li> </ul>	<b>Exercise(s)</b> <a href="#">Poetry Slam Comp.</a> <b>Homework</b> <a href="#">Writing Assign #3 (or)</a> <a href="#">Work Product #3</a>



## Detailed Course Activities Schedule - Unit #3 (Continued) - [TOC]

### Writing Workshop or Work Product Workshop

**Theme** – Environmental Stewardship will be taught via topics that explore the impact that mass food production is having on human health, the environment & Climate Change.

**Writing Assignment Learning Objective** - This Writing Workshop challenges students to identify the importance of healthy food and the challenges of providing healthy nutritious food in inner-city communities.

**AND/OR**

**Work Product Assignment Learning Objective** – To develop a survey research project that would analyze the cause of a social problem.

Unit 3 Les 9	<p><b>Lesson #9 - Assignment #3 Preparation Lesson:</b> Students may ask any remaining questions they have about the writing or work product assignment; explore the assignment rubric; support literature; and use the FlexTIM Grammar Correction Tool to complete the assignment.</p>	<p><b>Reading(s) - Writing Assign #3 (or) Work Product #3</b></p> <p style="text-align: center;"><b>Video</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Grocery Store in Dessert</a></li> <li>• <a href="#">Living in a Food Desert</a></li> </ul>	<p><b>Exercise(s)</b></p> <p><a href="#">Writing Assign #3 (or)</a> <a href="#">Work Product #3</a> <b>Homework</b> <a href="#">Writing Assign #3 (or)</a> <a href="#">Work Product #3</a></p>
Unit 3 Les 10	<p style="text-align: center;"><b><u>Writing Workshop #3</u></b></p> <p>An anonymous student’s paper will be projected on the big screen and read aloud. Then it will be filtered through the assignment rubric, with the entire class offering constructive semantic and syntactic criticism. Finally, students will break into groups of three and spend the remainder of the workshop’s time evaluating their papers.</p> <p style="text-align: center;"><b><u>Work Product Workshop</u></b></p> <p>In this exercise students will work in two person teams to create a survey that analyzes why people who live in food deserts suffer greater health disparities than the general population.</p>	<p style="text-align: center;"><b>Writing Workshop</b></p> <p style="text-align: center;">Food Essay Assignment <a href="#">Instructor’s Assistant</a></p> <p style="text-align: center;"><b>AND/ OR</b></p> <p style="text-align: center;"><a href="#">Work Product Assignment</a></p>	<p><b>Writing Assign</b> <a href="#">Writing Assign#3</a> <b>Work Product</b> <a href="#">Work Product #3</a> <a href="#">Unit #3 Evaluation</a> <b>Homework</b> <a href="#">Revise Assign #3</a></p>



## Detailed Course Activities Schedule - Unit #4 - [TOC]

**Theme** – This unit will focus on a new 21<sup>st</sup> Century economic paradigm that minimizes human pollution by focusing on alternative sources of energy, green jobs and green schools.

Unit	Lesson\Lesson Description	Readings\Web Sites & Videos	Assignments
Unit4 Les 1	<b>Lesson #1 – This lesson will:</b> Feature a general overview of the 21st Century Green Economy and define some of the key components of the green economy.	<b>Reading(s):</b> <a href="#">A Recipe for Baking “A Green Economy”</a> (1-14)  <b>Video</b> <a href="#">TerraCycle</a>	<b>Exercise(s)</b> <a href="#">CRS – Green Economy</a>  <b>Home Work</b> <a href="#">Key Words Set #1</a>
Unit 4 Les 2	<b>Lesson #2 – This lesson will:</b> Examine the cradle to cradle manufacturing and building model and explain the role it must play, if the new green economy is to succeed.	<b>Reading(s):</b> <a href="#">Cradle to Cradle</a> (1-4)  <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">Cradle to Cradle Intro</a></li> <li>• <a href="#">Cradle to Cradle Model</a></li> </ul>	<b>Exercise(s)</b> <a href="#">CIM - Cradle to Cradle</a> <b>Home Work</b> <a href="#">Key Words Set #2</a> <a href="#">Writing Assign #4 (or)</a> <a href="#">Work Product #4</a>
Unit 4 Les 3	<b>Lesson #3 – This lesson will:</b> Examine the types of renewable energy and the roles they will play in the new green economy. In addition, students will learn how to use Ohm’s Law to calculate watts, volts and amps.	<b>Reading(s):</b> <a href="#">Solar PV &amp; Electricity Basics</a> (1-7); <a href="#">Renewable Energy</a> (1-5);  <b>Video</b> <ul style="list-style-type: none"> <li>• <a href="#">Renewable Resources</a></li> <li>• <a href="#">Electricity from Coal</a></li> </ul>	<b>Exercise(s)</b> <a href="#">Energy Calculations</a> <b>Home Work</b>
Unit 4 Les 4	<b>Lesson #4 – This lesson will: Part #1:</b> Use a Solar PV Kit to teach students how photovoltaic cells turn sunlight into electricity. In addition, students will learn how to build circuits to solar-power different devices.  <b>Note:</b> Solar PV Kit Required for this Lab & Next	<b>Reading(s):</b> <a href="#">Solar PV &amp; Electricity Basics</a>  <b>Video</b>	<b>Exercise(s)</b> <a href="#">Solar PV Work SheetE:\Critical-Thinking-Environmental-Stewardship-Green-Activitism\Paraphrasing-Ambiguous-Phrases-Lab-Exercise-Three.doc</a>



			<b>Home Work</b>
Unit 4 Les 5	<b>Lesson #5 – This lesson will: Part #2:</b> Use a Solar PV Kit to teach students how photovoltaic cells turn sunlight into electricity. In addition, students will learn how to build circuits to solar-power different devices.	<b>Reading(s):</b> <u>Solar PV &amp; Electricity Basics</u>  <b>Video</b>	<b>Exercise(s)</b> <u>Solar PV Work Sheet</u> <b>Home Work</b>

### Detailed Course Activities Schedule - Unit #4 (Continued) - [TOC]

**Theme** – This unit will focus on a new 21<sup>st</sup> Century economic paradigm that minimizes human pollution by focusing on alternative sources of energy, green jobs and green schools.

Unit	Lecture/Lecture Description	Readings/ Web Sites & Videos	Assignments
Unit 4 Les 6	<b>Lesson #6 – This lesson will:</b> Explore the types of jobs that will be made available by the new green economy. In addition, students will determine what makes a job green and the learning opportunities that are available.	<b>Reading(s):</b> <u>Green Text Book Chapter #4 (99-107); Green Career Learning Opportunities (1-5)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>The Green Economy</u></li> <li>• <u>Green Job Careers</u></li> </ul>	<b>Exercise(s)</b> <u>Green Economy Quiz</u> <b>Home Work</b> <u>Writing Assign #4 (or)</u> <u>Work Product #4</u>
Unit 4 Les 7	<b>Lesson #7 – This lesson will:</b> Examine the four pillars of a green school, measure their school against the four pillars, and identify activities that could make their school greener.	<b>Reading(s):</b> <u>The Four Pillars of Green Schools; CIM Pillars #2 (1-11)</u>  <b>Video</b> <ul style="list-style-type: none"> <li>• <u>Student Energy Audit</u></li> </ul>	<b>Exercise(s)</b> <u>CIM Pillars #2</u> <b>Home Work</b> <u>CIM Pillars #1</u> <u>Writing Assign #4 (or)</u> <u>Work Product #4</u>
Unit 4 Les 8	<b>Lesson #8 – This lesson will:</b> Feature the FlexTIM Rapid Fire Competition Game #1, which is a quiz game that can be played with two teams or four teams. The competition offers students a reflective review of the critical thinking concepts that have been covered thus far.	<b>Reading(s):</b> <u>E:\Critical-Thinking-Environmental-Stewardship-Green-Activitism\Arguments and the Words Associated with each Argument Marke1.doc - argument -</u>	<b>Exercise(s)</b> <u>Rapid Fire Comp Homework</u> <u>Writing Assign #4 (or)</u> <u>Work Product #4</u>



**Unit Four (Continued) - (TOC)**  
**Writing Workshop or Work Product Workshop**

**Theme** – This unit will focus on a new 21<sup>st</sup> Century economic paradigm that minimizes human pollution by focusing on alternative sources of energy, green jobs and green schools.

**Writing Assignment Learning Objective** – Write a passionate Op Ed with a compelling argument, which will convince adults that they have an obligation to leave the planet intact for the next generation.

**AND/OR**

**Work Product Assignment Learning Objective** – In this exercise each student will be required to estimate the number of solar PV panels that can be placed on a school’s roof, which has 10,000 square feet of roof space. Then students will have to juxtapose the amount of electricity that the solar array can generate, against the amount of energy needed to light the school in a day, month and school year. Remember the solar array generates energy on weekends and in the summer when the school is closed.

Unit 4 Les 9	<p><b>Lesson #9 - Assignment #4 Preparation</b>  <b>Lesson:</b> Students may ask any remaining questions they have about the writing or work product assignment; explore the assignment rubric; support literature; and use the FlexTIM Grammar Correction Tool to complete the assignment.</p>	<p><b>Reading(s) - Writing Assign #4</b>  <u>Work Product #4</u>  <b>Video</b></p>	<p><b>Exercise(s)</b>  <u>Writing Assign #4 (or)</u>  <u>Work Product #4</u>  <b>Homework</b>  <u>Writing Assign#4 (or)</u>  <u>Work Product #4</u></p>
Unit 4 Les 10	<p align="center"><b><u>Writing Workshop #4</u></b>          An anonymous student’s paper will be projected on the big screen and read aloud. Then it will be filtered through the assignment rubric, with the entire class offering constructive semantic and syntactic criticism. Finally, students will break into groups of three and spend the remainder of the workshop’s time evaluating their papers.</p> <p align="center"><b><u>Work Product Workshop</u></b>          Students will calculate the amount of solar electricity a school with 10,000 square feet of roof space could generate. And then juxtapose that figure against the amount of energy needed to light all the classrooms in the school for a day, month and year.</p>	<p align="center"><b>Writing Workshop</b>          Essay Assignment  <u>Instructor’s Assistant</u>  <b>- OR -</b>  <b>Work Product Assignment</b>  <u>Solar Energy Project</u></p>	<p><b>Writing Assign</b>  <u>Writing Assign#4</u>  <b>Work Product</b>  <u>Work Product#4</u>  <u>Unit #4 Evaluation</u>  <b>Homework</b>  <u>Revise Assign #4</u></p>



## FlexTIM Classroom Support Materials – [TOC]

Item Description
<a href="#">FlexTIM Critical Thinking Textbook - Class Notes Journal</a>
<a href="#">The Rules of Debating - See Video on Rules of Debating – Sample Debate Topic</a>
<a href="#">The Rules of Formal Logic – How to use Metaphors</a>
<a href="#">The Writer’s Electronic Toolkit – Grammar Correction Tool</a>
<a href="#">FlexTIM Lab Activities Workbook #1 -- FlexTIM Lab Activities Workbook #2</a>
<a href="#">Unit Evaluation Form – Course Evaluation Form – Instructor Student Evaluation Form</a>
<a href="#">FlexTIM Training Workshop #1</a>