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Roselle Park Public Schools
510 Chestnut Street
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"A High Performing School District"

James Salvo
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Learning from Home Lesson Plans

Class	Weeks	Electronic Assignments	Paper Assignments
	Week 1	Carbon Footprint Found on Google Classroom	Carbon Footprint Handout (students can skip #1, unless they are able to assess the website via their phone). Hard copy of article “ Each country’s share of Emission” *Book for research
	Week 2	“Fake News on the Washington DC Metro”	“Fake News on the DC Metro” <ul style="list-style-type: none"> • Book for research
	Week 3	Science News for Student Articles	Science News for Student Articles
	Week 4	Man’s Impact on the Environment Article to read and answer questions	
	Week 5	Read Article on Ocean Acidification And complete the EdPuzzle, “An Inconvenient Truth”	

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Home Instruction Packet for (Type class here)

Mr. Dagounis Earth Science

In this packet are materials and directions.....

This work will be graded and counted towards their marking period grade. On google classroom Upload your completed assignment to the appropriate assignment.

I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour.

You can contact me at: ddagounis@rpsd.org

Lesson: Title, Objective, What doing and how assessed.

Week 1: Carbon Footprint Calc Questions Submit on Google Classroom
 Week 2: Fake News on the DC Metro- Submit on Google Classroom
 Week 3: Science News for Students Articles- Submit on Google Classroom

Week 1-

Carbon Footprint Calculator

Lesson 1:

Students will be able to calculate their carbon footprint using an online carbon footprint calculator. They will then research information on how to improve their carbon footprint.
Assessment: Carbon Footprint Calculator
 Research questions 1-3.
 Make sure to provide valid resources
(attach to Carbon Footprint Assignment #1 on google Classroom)

Lesson 2:

Carbon Footprint Calculator
 Students will continue to work on their carbon footprint assignment. They will use information they have gained to in the prior knowledge and apply that information to question 4:
 What are some things the school could do to reduce its impact on the environment Name and describe at LEAST 3 changes the school could make and why it would be beneficial?
Assessment question 4, and resources.
(attach to Carbon Footprint Assignment #2 on google Classroom)

Lesson 3:

Carbon Footprint Calculator
 Students will read the article 'Each Country's Share of CO₂ Emissions'

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	<p>This article will lead students to research information on Why the US is responsible for a large portion of the world's CO₂ and compare that to other nations. Assessment: Questions 1-3 referring to the article "Each Country's Share of CO₂ Emissions" (attach to Carbon Footprint Assignment #3 on google Classroom)</p> <p>Week 2-</p> <p>For week 2 students will be working on the assignment "Fake News on the Washington DC Metro?" There are 3 signs that were spread out throughout the DC Metro station on CO₂. These signs such as "More CO₂ could lead to stronger hurricanes" make very bold CLAIMS. Your task is to apply your knowledge on the carbon cycle/ and claim, evidence and reasoning skills to determine if each one of these 3 signs are valid.</p> <p>Lesson 1:</p> <p>Is the sign "More CO₂ could lead to stronger hurricanes" a valid claim? Use CER to prove this statement true or false (attach to Fake News Washington DC Metro #1 on google classroom)</p> <p>Lesson 2:</p> <p>Is the sign, "More CO₂ could lead to increased shark bites" a valid claim? Use CER to prove this statement true or false (attach to Fake News Washington DC Metro #2 on google classroom)</p> <p>Lesson 3:</p> <p>Is the sign "More CO₂ could lead to less coffee bean" a valid claim? Use CER to prove this statement true or false. (attach to Fake News Washington DC Metro #3 on google classroom)</p> <p>Week 3</p> <p>Science News for Students Articles: Students will read 3 articles and answer questions associated with the articles pertaining to natural disasters and human impact on the environment.</p> <p>Lesson 1:</p> <p>Analyze can you outrun these geological disasters? https://www.sciencenewsforstudents.org/article/analyze-can-you-outrun-the-se-geological-disasters Read the article, answer the questions associated with this article. And Add 3</p>
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Lesson 2:	<p>more natural disasters that are not listed on this article.</p> <p>Read the article Fingerprint climate change shows some extreme weather</p> <p>https://www.sciencenewsforstudents.org/article/fingerprint-climate-change-shows-some-extreme-weather</p> <p>Then answer the questions that are found on the following link.</p> <p>https://www.sciencenewsforstudents.org/classroom-question/questions-fingerprint-climate-change-shows-some-extreme-weather</p>
Lesson 3:	<p>Read the article, "Warning climate changes can harm your health."</p> <p>https://www.sciencenewsforstudents.org/article/warning-climate-change-can-harm-your-health</p> <p>After you complete reading the article answer the questions found on the link below.</p> <p>https://www.sciencenewsforstudents.org/classroom-question/questions-warning-climate-change-can-harm-your-health</p>
Week 4:	<p>Read Both Articles : Answer Classroom Questions at the bottom of the Articles</p> <p>Week 4: Article 1 (lesson 1)</p>
Lesson: 1	<p>1.</p> <p>https://www.sciencenewsforstudents.org/article/students-climate-strike-march-spur-adults-climate-action</p> <p>Answer Questions 1-2 (Before Reading Questions) 1-10 (After Reading Questions) for the Classroom Questions at the end of the article.</p>
Week 5	<p>Week 5: Article (Lesson 1) "Ocean Acidification"</p>
Lesson 1	<p>https://www.sciencenewsforstudents.org/article/shell-shocked-emerging-im</p>

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Lesson 2	<p>pacts-ocean-acidification</p> <p>Answer all Questions under Classroom Questions</p> <p>EdPuzzle: "An Inconvenient Truth"</p> <p>Answer all questions.</p>
	<p>Directions for Paper Assignments:</p> <p>Week 1: Students can use the book Chapters 25-27 to answer the carbon foot questions 2-4 Students can use their book to help them answer the questions about the article they are provided "Each Countries Share of Emissions"</p> <p>Week 2: Students will have a hard copy of the "Fake News On the Washington DC Metro?" They can use their book to help them create their CER for each sign.</p> <p>Week 3: Read the articles and answer the questions (download articles and save to desktop</p> <p>Hand in all assignments upon return to school</p> <p>Week 4: Article</p> <p>Week 5: Article</p>

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