



**Darlene Tapley Environmental Showcase  
“My Environmental Footprint”**

**Refuse, Reduce, Reuse, Recycle**  
**2020 PLANNING PACKAGE**

**MEDUXNEKEAG RIVER ASSOCIATION INC.**

**2019/2020**



**Anglophone West School District  
Woodstock Education Centre**



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## Anglophone West School District Woodstock Education Centre

Hello,

Welcome to the 2020 Darlene Tapley Environmental Showcase, formally the Meduxnekeag Environmental Showcase. In its 18 years, the showcase has grown in scope and outreach, thanks in large part to your continued involvement and support. This year's theme is "**My Environmental Footprint!**". This theme was specifically chosen to promote scientific literacy through exploration and the gathering of information and knowledge to help inform attitudes towards nature. We encourage students to choose topics inspired by questions or concerns that occur to them.

To thank the schools and teachers who have helped advocate and support our programs we will again be providing schools and classes with the opportunity to win cash prizes. One \$1000 prize will go to the school with the highest student participation rate and one \$250 prizes will go to a class in every school with a participation rate of 90% or more! These prizes can be used at the school's and teachers' discretion, with a preferred use for science, environment and/or outdoor related supplies or activities.

The Meduxnekeag River Association will also be providing students with tri-fold project boards, thank you prizes and certificates. Jennifer will be in touch to get an estimate of the number of tri-fold project boards that your school will need.

We have developed the following materials through the support and guidance of teachers and administrators and hope you will find them helpful as you prepare for the 2020 Darlene Tapley Environmental Showcase. The documents are as follows:

- Preparing for the school Darlene Tapley Environmental Showcase
- Curriculum guidance document for the 2020 Darlene Tapley Environmental Showcase
- Showcase marking rubric
- Judges checklist
- Letter to parents/guardians explaining the showcase and project expectations
- Schedule for the Grand Finale Showcase

We look forward to working with you and the students on this year's Meduxnekeag Environmental Showcase. Please let us know if you have any questions. We also appreciate hearing suggestions to improve this package for future showcases. We are looking forward to another year of fantastic projects and trust that our partnership will continue to grow as we bring this important learning opportunity to the students.

Best regards,

Jennifer MacDougald, Education Coordinator  
Simon J. Mitchell, Program Coordinator  
George Peabody, Administrator  
Dawn Nevers- Environmental Education Chair

# Organizing Your School's Environmental Showcase

Please note: these guidelines are intended as suggestions only.

## Stage One: Planning

- ^ **Promote** your Environmental Showcase to other teachers and invite all classes to participate. The Meduxnekeag River Association is happy to visit your school to present and promote the Environmental Showcase to teachers during staff meeting, and to students through in-class visits or assemblies.
- ^ **Distribute** information to all participating teachers
- ^ Select a date for your School Showcase: check the school calendar for conflicts. You can plan your school showcase for any time between February 2020 and April 24<sup>th</sup>, 2020. [Please book online.](#)
- ^ **Book** the area of the school you will be using (gym, library, cafeteria, etc)
  - o Remember to plan time in your schedule for set-up and take-down of projects.
  - o The day before your scheduled school showcase consider displaying the projects in a classroom or multipurpose room for tours by other students, staff and parents. This will allow your students to practice their presentations and ensuring that your school showcase is a celebration that includes the entire school and acknowledges the achievements of all students. (We are very supportive of this approach as it increases students comfort level and helps them do their best when community judges come in to talk to them)
- ^ Make sure that all teachers involved are familiar with project guidelines.
- ^ Projects are accepted in both official languages. We will do our best to accommodate French projects and ensure that every student will talk to at least one judge in their preferred language.

## Stage Two: Invite People to Attend the School Showcase

- ^ **Invite** special guests like teachers in other schools, administrators, school board members, parents, local politicians. You may also want to invite community groups to set-up displays.
- ^ **Recruit judges** for the Showcase. Judges can be specials guests, community members, high school students etc.. Please ensure you have bilingual judges if you have students presenting in French. *A good rule of thumb is 2 judges per 15 students in K-G2 and 2 judges per 10 students in G3-G5.* The Judges will utilize the judging checklist when interviewing students about their projects.

## Stage Three: Day of the School Showcase:

- ^ **Plan** a schedule for the day.
  - Example schedule:
  - 8:30-9 Students set-up,
  - 8:45-9 Judges arrive and receive instructions from MRA ;
  - 9-10:30 Judging takes place;
  - 10:30-10:45 Judges deliberate/ Students go to recess;
  - 10:45-11 Students receive thank you prizes and student representative are announced.
  - 11-12 Students who did not participate in the Showcase visits (*This can also be done the day before your scheduled school showcase*)
- ^ **Organize** the showcase projects by grade in the library, gym or cafeteria. Kindergarten and Grades 1 and 2 can be set-up in the classroom if desired. Identifying students and their grade with a tag on the table with their project is very helpful for the judges. On the day of your school showcase the Meduxnekeag River Association staff will arrive 15-30 minutes before the scheduled start time to assist with any last-minute details.
- ^ Once judging is completed, the Meduxnekeag River Association staff will compile results and determine who the representatives will be from each grade that will participate in the Grand Finale Showcase. Certificates, awards and materials for the school will be handed out to the students by MRA and the judges.
- ^ Grades with 40+ student projects may be chosen to have 2 grade representatives
- ^ Teacher(s) of grade representatives headed to the Grand Finale will receive details on the program for that day and asked to circulate to appropriate parents/guardians

#### Stage Four: Grand Finale Showcase

- Grade representatives attend Grand Showcase on April 25, 2020 at NBCC Woodstock Gymnasium, 100 Broadway Street, Woodstock
- The day's agenda is attached below. [Grand Finale Showcase Agenda](#)

#### Stage Five: Preserve Tour

- Every class is invited to schedule a curriculum linked guided walk of the Meduxnekeag Valley Nature Preserve for your class. This is a great time to visit the Preserve as many of the rare and unique plants are in flower and readily identifiable. Walks last for an hour to an hour and a half and can be tailored to what your class is learning, or has learned. Bus bookings are your responsibility and must be done at least two weeks prior to the field trip. Meduxnekeag River Association will cover all busing costs. Schedule your field trip using our online booking program using the following link <https://teamup.com/ks4020f784a423c477> or email us at [meduxnekeag@nb.aibn.com](mailto:meduxnekeag@nb.aibn.com) for more details.

## Booking Information

This year we are scheduling school showcase competitions via an online booking page. Please follow the following link to book your school showcase <https://teamup.com/ks4020f784a423c477>.

Please fill in the following information: School, Date, Time, Teacher's Name and contact information (email).

×

From

To

All day **Step 1: Unclick All day.**

Repeats **Step 2: Pick a Start and Finish Time by clicking on the above From and To.**

Calendar

Who

Where [Show on map](#)

Description

## Teacher Information Letter

Hello,

Welcome to the 2020 Darlene Tapley Environmental Showcase, formally the Meduxnekeag Environmental Showcase. To thank the schools and teachers who have helped advocate and support our programs we will again be providing schools and classes with the opportunity to win cash prizes. One \$1000 prize will go to the school with the highest student participation rate and one \$250 prize will go to one class **in every school** with a participation rate of 90% or more!! These prizes can be used at the school's and teachers' discretion, with a preferred use for science, environment and/or outdoor related supplies or activities.

The Meduxnekeag River Association will also be providing students with tri-fold project boards, thank you prizes and certificates. Jennifer will be in touch to get an estimate of the number of tri-fold project boards that your school will need.

This document is intended to provide guidance and relevant curriculum links to teachers participating in the 2020 Darlene Tapley Environmental Showcase – it endeavors to provide tangible links between the curriculum units and this year's theme of “**My Environmental Footprint**”. This year we have included curriculum links to Science, Social Studies and Visual Art and we would like to emphasize possible STEAM implications as well. There are also Guiding Questions after each grades Curriculums links to help students get started.

Projects must consist of an age appropriate writing piece and a model. The Model can be a poster, 3D display, painting, experiment, ect. The theme is to be the central part of the student projects. Within the theme, projects can focus on any of a variety of aspects of **My Environmental Footprint**, for example:

- How does what I do, eat, or use effect my environment?
- Where does my food come from?
- Tips to saving energy, water or other resources.
- What could I refuse to use, reduce, reuse or recycle to reduce the amount of garbage I create?
- Let Up-cycle!
- Do a waste audit.

Note that the above are only examples; they are not intended to be the only way to focus on the theme; projects which respond to the theme in other ways are perfectly acceptable and encouraged! **For more age specific project examples please consult the Guided Questions in the Curriculum Links section.** Please note that projects do not have to be about or based on the Meduxnekeag River, instead it is about “**your environmental footprint**” whether that be at home, cottage, community, school, etc. We want the students to report on “**their environmental footprint**” as they experience or are aware of it. Projects are to be completed by individual students – completed projects in pairs are not allowed.

We look forward to working with you and the students on this year's Darlene Tapley Environmental Showcase. Please let us know if you have any questions. We also appreciate hearing suggestions to improve this package for future showcases. We are looking forward to another year of fantastic projects and trust that our partnership will continue to grow as we bring this important learning opportunity to the students.

Best regards,

Jennifer MacDougald, Education Coordinator [Jennifer@Meduxnekeag.org](mailto:Jennifer@Meduxnekeag.org)

Simon J. Mitchell, Program Coordinator [simon@meduxnekeag.org](mailto:simon@meduxnekeag.org),

George Peabody, Administrator [meduxnekeag@nb.aibn.com](mailto:meduxnekeag@nb.aibn.com)

Dawn Nevers, Environmental Education Chair

## Helping Your Students Get Started

The Darlene Tapley Environmental Showcase encourages, promotes, and provides students with the opportunity to explore their local outdoor environment while developing, implementing, and improving their *scientific literacy*. Inquiry skills, problem solving, and decision making are the three components of Scientific Literacy from the New Brunswick *You and Your World* (K-2) & Science Curricula.

The theme of the 18<sup>th</sup> annual Darlene Tapley Environmental Showcase is “**My Environmental Footprint**”. We have chosen this theme because of its versatility and to encourage students to get outside, explore, and ask questions. We encourage students to dig deep, get creative (maybe a little dirty) and find something that interests them.

## Project Guidelines

- Project theme “My Environmental Footprint”
  - What is an Environmental Footprint?
  - What things would you like to know about your topic? (create a list of questions)
- Projects are done on an individual basis, but we encourage collaboration with Parents, Grand Parents, Community members, etc. (Individual projects are necessary for prizes)
  - Ask local experts, visit the library, search the internet for information and return to the forests to make observations that can help you answer your own questions(s) and possibly think of more.
- Projects **must** include a **written piece** and a **model**.
  - Write about what you have learned **in your own words**.
  - Get creative and create a display. This can be a 3D model, an experiment, a painting, a story, etc.
  - Put it all together. (Have you answered your initial question(s); there may be more things you want to explore, discover and learn about. Write them down so you don't forget)
  - Practice your presentation.
- Projects are judge on Knowledge of Topic, Organization, Communication, Model, Written Component, and Relation to Theme.
- Projects are accepted in both official languages.
- Every student will be judged by two judges, at least one of the judges will be fluent in the student's chosen language. We will ensure all French Projects talk to a least one bilingual judge if given adequate notice.

# Curriculum Links

## 2020 Darlene Tapley Environmental Showcase – My Environmental Footprint

### Kindergarten

#### You and Your World

Our Senses	Healthy Lifestyle
<p>K 3.2 use one or more of their senses to explore the characteristics of materials, noting how materials can be manipulated</p> <p>K3.3 develop vocabulary about sensory experiences that permits meaningful, communication of ideas</p>	<p>K 2.2 identify and explain types of activities that support healthy lifestyles.</p>

### Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	Students will be expected: -express opinions(I like....;I don't like....) -begin to ask and respond to questions, seeking information Who?What?Where?Why?When?)
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	Students will be expected to: -begin using gestures and tone to convey meaning -engage in simple oral presentations
Student will be expected to interpret, select and combine information using a variety of strategies, resources, and technologies.	Students will be expected to: -with assistance, interact with a variety of simple text( e.g. pictures, computer software, videotapes, non-fiction) as well as human and community resources
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	Students will be expected to: -understand that print carries a message -use writing and other forms of representation to convey meaning
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	Students will be expected to: -begin to develop strategies for prewriting, drafting, revising, editing and presenting(e.g. use drawings and talking as ways to rehearse for writing, use simple editing) -use some conventions of writing -share writing and other representations willing with others

### Visual Arts

K-2 Visual Arts Document- By the end of Grade 2. Students will be expected to		
Create	Connect	Communicate
<p>1.2 create art works based on memory, mood, feelings, imagination, and fantasy including responses to music and literature</p> <p>2.3 using a variety of materials, visually communicate stories, ideas, and experiences</p>	<p>3.3 describe how visual arts are used in school and at home</p>	<p>4.3 choose and present work from their portfolio</p> <p>4.4 use descriptive language to talk about their own work and that of their peers</p>



## Social Studies

Foundations Document- By the end of Grade 3, students will be expected to			
<b>Citizenship, Power and Governance</b>	<b>Interdependence</b>	<b>People, Place and Environment</b>	<b>Time, Continuity and Change</b>
-Take age-appropriate actions to demonstrate their responsibilities as citizens.	-Recognize and describe the interdependent nature of relationships -Identify and describe examples of interactions among people, technology and the environments.	-Ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions at an age-appropriate level. -Identify some of the basic physical process that have shaped the earth.	-Use basic concepts and vocabulary associated with time, continuity and change. -Identify and use primary and secondary sources to learn and communicate about the past.
<b>Culture and Diversity</b>	-Demonstrate an understanding of the concept of sustainability.	-Describe some of the physical and human characteristics of their local communities.	-Demonstrate an understanding of cause and effect and change over time.
-Identify similarities and differences in the ways cultures meet human needs and wants.	-Plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world.	-Identify ways people depend on, modify, and are influenced by the physical environment.	-Use knowledge of the past to assist in decision making. -Communicate ideas about their vision for the future.

## Guiding Questions

1. Why do I want to help protect Nature? Why do others?
2. What can I do to help Nature?
3. What do I throw away? How can I throw away less?
4. How can I use less water? Less energy?
5. What could I refuse, reduce, reuse, or recycle to help the environment? How would that change my life?
6. What/How can I make art out of recycled materials?
7. Which of your 5 senses help with reducing, reusing, and recycling?

## Grade 1

### You and Your World

<b>Unit 1: Groups</b>	<b>Unit 2: Our Environment</b>	<b>Unit 4: Community</b>
1.1.2 Demonstrate an understanding of the importance of interactions between people. 1.1.3 demonstrate and understanding that people within groups have rights and responsibilities.	1.2.1 describe how plants and animals meet their needs in a given environment 1.2.6 take age-appropriate action to practice responsible behavior in caring for the environment	1.4.1 demonstrate an understanding that the way people live in their community evolves over time 1.4.2 demonstrate an understanding that signs, symbols, direction and scale are used to represent landmarks and locations 1.4.5 demonstrate an understanding of how communities depend on each other for the exchange of goods and services

## Visual Arts

K-2 Visual Arts Document- By the end of Grade 2. Students will be expected to		
<b>Create</b>	<b>Connect</b>	<b>Communicate</b>
1.2 create art works based on memory, mood, feelings, imagination, and fantasy including responses to music and literature 2.3 using a variety of materials, visually communicate stories, ideas, and experiences	3.3 describe how visual arts are used in school and at home	4.3 choose and present work from their portfolio 4.4 use descriptive language to talk about their own work and that of their peers

## Social Studies

Foundations Document- By the end of Grade 3, students will be expected to			
Citizenship, Power and Governance	Interdependence	People, Place and Environment	Time, Continuity and Change
-Take age-appropriate actions to demonstrate their responsibilities as citizens.	-Recognize and describe the interdependent nature of relationships -Identify and describe examples of interactions among people, technology and the environments.	-Ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions at an age-appropriate level. -Identify some of the basic physical process that have shaped the earth.	-Use basic concepts and vocabulary associated with time, continuity and change. -Identify and use primary and secondary sources to learn and communicate about the past.
<b>Culture and Diversity</b>	-Demonstrate an understanding of the concept of sustainability.	-Describe some of the physical and human characteristics of their local communities.	-Demonstrate an understanding of cause and effect and change over time.
-Identify similarities and differences in the ways cultures meet human needs and wants.	-Plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world.	-Identify ways people depend on, modify, and are influenced by the physical environment.	-Use knowledge of the past to assist in decision making. -Communicate ideas about their vision for the future.

## Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
General Curriculum Outcome	Indication
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	-express feeling and thought and give simple descriptions of past experiences -begin to ask and respond to questions, seeking information Who?What?Where?Why?When?)
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	-begin using gestures and tone to convey meaning -sustain on-on-one conversation -engage in simple oral presentations
Student will be expected to select, read, and view with understanding a range of literature, information, media, and visual text.	-select independently, and with assistance, text appropriate to their interest and learning needs. -regard reading/viewing as sources of interest, enjoyment and information
Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	-engage in the research process with assistance(generate questions to guide research; locate appropriate information with assistance ie classroom, library, home community)
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	-use writing and other forms of representation for a variety of functions( to ask questions; to express feeling, opinions, and imitative ideas, to record observations)
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	-begin to develop strategies for prewriting, drafting, revising, editing and presenting(e.g. use drawings and talking as ways to rehearse for writing, use simple editing) -use some conventions of writing( spacing, capitals) -share writing and other representations willing with others

## Guiding Questions

1. Why is the Environment important to you? Your family? Your community?
2. How could we work together as a class to reduce waste? As a family? As a community?

3. Where does our waste go? What happens to it?
4. How do plants help the environment?
5. What could you do to help the environment?
6. What/How can I make art out of recycled materials?

## Grade 2

### You and Your World

<b>Unit 2: Technology and Community</b>	<b>Unit 5: Changes and the Physical Environment</b>
2.2.1 describe how people contribute to making changes in communities 2.2.2. demonstrate an understanding that technology has changed over time to meet their needs, wants and interests 2.2.3 predict ways their community might change in the future and how they might contribute to that future	2.5.1 describe how air and water interact in the environment and how these elements impact people and places 2.5.2 compare properties of familiar liquids and solids and investigate how they interact 2.5.3 describe how people’s interactions with the environment have changed over time 2.5.4 demonstrate an understanding of sustainable development and its importance to the future

### Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
<b>General Curriculum Outcome</b>	<b>Indication</b>
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	-express feeling and thought and describe experiences -ask and respond to questions to clarify information or gather further information
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	-use intonation, facial expression and gestures to communicate ideas and feelings -sustain on-on-one conversation -engage in simple oral presentations
Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	-engage in the research process with assistance (generate questions to guide research; locate appropriate information with assistance ie classroom, library, home community) -respond critically to text(formulate questions as well as understandings)
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	-use writing and other forms of representation for a variety of functions(to ask questions; to express feeling, opinions, and imitative ideas, to record observations) -begin to experiment with language choices in imaginative writing and other ways of representation
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	-use prewriting strategies, such as drawing, talking, and reflecting -use some conventions of writing(spacing, capitals) -use simple revision and editing strategies -share writing and other representations willing with others -use a variety of techniques for publishing/presenting(sharing writing/presentencing with the class or another class, public)

Social Studies (from Foundation document, K-12) by the end of Grade 3, students will be expected to:

Foundations Document- By the end of Grade 3, students will be expected to
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<b>Citizenship, Power and Governance</b>	<b>Interdependence</b>	<b>People, Place and Environment</b>	<b>Time, Continuity and Change</b>
-Demonstrate how individuals and groups can influence decision making. -Recognize the individuals and groups have different perspectives on public issues. -Take age appropriate actions to demonstrate their responsibilities as citizens.	-Recognize and describe the interdependent nature of relationships -Identify and describe examples of interactions among people, technology and the environments. -Demonstrate an understanding of the concept of sustainability.	-Identify some of the basic physical process that have shaped the earth. -Describe some of the physical and human characteristics of their local communities. -Identify ways people depend on, modify, and are influenced by the physical environment.	-Use basic concepts and vocabulary associated with time, continuity and change. -Identify and use primary and secondary sources to learn and communicate about the past. -Demonstrate an understanding of cause and effect and change over time. -Use knowledge of the past to assist in decision making. -Communicate ideas about their vision for the future.
<b>Culture and Diversity</b>			
-Identify similarities and differences in the ways cultures meet human needs and wants. -Give examples of how experiences are interpreted differently.	-Plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world.		

### Visual Arts

K-2 Visual Arts Document- By the end of Grade 2. Students will be expected to		
<b>Create</b>	<b>Connect</b>	<b>Communicate</b>
1.2 create art works based on memory, mood, feelings, imagination, and fantasy including responses to music and literature 2.3 using a variety of materials, visually communicate stories, ideas, and experiences	3.3 describe how visual arts are used in school and at home	4.3 choose and present work from their portfolio 4.4 use descriptive language to talk about their own work and that of their peers

### Guiding Questions

1. Why is the environment important to you? To animals? To your community?
2. How has the environment changed over time? (Interview your parent, grandparents, etc.)
3. What can you do to protect the environment? (Leave no trace/no littering)
4. What is your environmental footprint?
5. What do you throw away? How could you reduce what you waste? Could it be reused, recycled or composted?
6. Why/How does what you do now affect the future?
7. What/How can I make art out of recycled materials?

### Grade 3

#### Science

Life Science: Plant Growth and Changes			
<b>STSE/Knowledge</b>	<b>Planning and Performing</b>	<b>Explaining</b>	<b>Communication and Teamwork</b>
102-12 describe ways in which plants are important to living things and the environment 102-13 identify parts of different plants that provide humans with useful products, and describe the preparation that is required to obtain these products and how our supply of useful plants is replenished	200-1 Ask questions that lead to exploration and investigation 200-3 make predictions, based on an observed pattern 201-5 make and record relevant observations and measurements, using written language, pictures, and charts 201-6 estimate measurements	202-4 construct and label concrete-object graphs, pictographs, or bar graphs 202-5 identify and suggest explanations for patterns and discrepancies in observed objects and events	203-2 identify common objects and events, using terminology and language that others understand 203-5 respond to the ideas and actions of others and acknowledge their ideas and contributions

Earth and Space Science: Exploring Soils			
STSE/Knowledge	Planning and Performing	Explaining	Communication and Teamwork
100-35 investigate and describe how living things affect and are affected by soils 100-37 investigate and describe soil components 101-12 demonstrate and describe ways of using earth materials to make useful objects	201-1 ask questions that lead to exploration and investigation 200-3 make predictions, based on an observed pattern 201-3 use appropriate tool for manipulating and observing materials and in building simple models 201-5 make and record relevant observations -and measurements, using written language, pictures and charts 201-7 identify and use a variety of sources of science information and ideas	202-4 construct and label concrete-object graphs, pictographs, or bar graphs 202-7 propose an answer to an initial question or problem and draw simple conclusions based on observations or research.	203-3 communicate procedure and results, using drawings, demonstrations and written and oral descriptions

### Visual Arts

Create, Making and Presenting	Understanding and Connecting Contexts of Time, Place and Community	Perceiving, Receiving and Reflecting
3.1.3 visually communicate stories, ideas, and experiences, using a variety of materials 3.2.2 choose, display, and describe work from their portfolio 3.2.3 develop skills in interaction, cooperation, and collaboration through working with others in making visual images	3.3.3 make images that reflect their culture and community 3.3.5 draw upon experiences from their personal, social and physical environments as a basis for visual expression 3.5.5 explore the relationships between natural and built environments	3.6.3 use descriptive language to talk about their own work and that of their peers 3.7.2 solve simple design problems (e.g. show 3-D space on a flat surface), using available technologies 3.7.3 make choices and decisions about tools and materials in the creation of art objects

### Social Studies

Foundations Document- by the end of Grade 3, students will be expected to:		
Citizenship, Power and Governance	Interdependence	Time, Continuity and Change
-Take age-appropriate actions to demonstrate their responsibilities as citizens.	-Recognize and describe the interdependent nature of relationships.	-Use basic concepts and vocabulary associated with time, continuity and change.
<b>People, Place and Environment</b> -Ask basic geographic questions; acquire, organize and analyze geographic information; and answer geographic questions at an age-appropriate level. -Describe some of the physical and human characteristics of their local communities. -Identify ways people depend on, modify, and are influenced by the physical environment.	-Identify and describe some human organizations and natural systems. -Identify and describe examples of interactions among people, technology and the environments. -Demonstrate an understanding of the concept of sustainability. -Plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world.	-Identify and use primary and secondary sources to learn and communicate about the past. -Demonstrate an understanding of cause and effect and change over time. -Use knowledge of the past to assist in decision making. -Communicate ideas about their vision for the future.

### Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
General Curriculum Outcome	Indications
Students will speak and listen to explore,	-describe, share and discuss thoughts, feelings, and experiences

extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	-ask and respond to questions to clarify information and to explore possibilities or solutions to problems
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	- adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion -engage in a respond to a variety of oral presentations and other texts
Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	-answer, with assistance, their own questions and those of others by seeking information from a variety of texts -use a range of print and non-print materials to meet their needs -use basic reference materials -reflect on their own research process
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	-use writing and other forms of representation to: formulate questions; generate and organize language and ideas, discover and express person attitudes and opinions, and record experience - experiment with language choices in imaginative writing and other ways of representation
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	-use prewriting strategies for generating and organizing ideas -use appropriate drafting techniques -use revision and editing techniques to ensure writing make sense and is clear for the audience -share writing and other representations willing with others -use appropriate techniques for publishing/presenting (sharing writing/presentencing with the class or another class, public)

### Guiding Questions

1. Why is the environment important?
2. Why is soil important for the environment?
3. What is your environmental footprint?
4. Can you reduce your waste?(food, water, electricity)
5. What happens to garbage? Where does your garbage go?
6. Can you make soil? (composting) What could it be used for? Would that reduce your environmental footprint? What role does soil have in the life cycle of plants and animals?
7. What/How can I make art out of recycled materials?

### Grade 4

#### Science

Life Science: Habitat			
STSE	Planning and Performing	Explaining	Knowledge Outcomes
104-4 compare the results of their investigation to those of others and recognize results may vary 105-1 identify examples of scientific questions and technological problems that are currently being studied 108-1 identify positive and negative effects of familiar technology 108-3 describe how personal actions help conserve natural resources and care for living things and their habitats 108-6 identify their own and their family's impact on	204-1 propose questions to investigate and practical problems to solve 204-6 identify various methods for finding answers to given questions as well as solutions to given problems, and ultimately select one that is appropriate 205-1 carry out procedures to explore a given problem and to ensure a fair test of a proposed idea by controlling major variables 205-5 make observation and collect information relevant to a given question or problem 205-10 construct and use	206-2 compile and display data, by hand or by computer, in a variety of formats including frequency tallies, tables, and bar graphs 206-3 identify and suggest explanations for patterns and discrepancies in data 206-6 suggest improvements to a design or constructed object <b>Communication and Teamwork</b> 207-2 communicate procedures and results, using lists, notes in point form, sentences, charts, graphs,	302-1 identify a variety of local and regional habitats and their associated populations of plants and animals 301-1 predict how the removal of a plant or animal population affects the rest of the community 301-2 relate habitat loss to the endangerment or extinction of plants and animals

natural resources	devices for a specific purpose	drawings, and oral language	
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Earth and Space Science: Rock, Minerals and Erosion				
STSE	Planning and Performing	Explaining	Communication and Teamwork	Knowledge Outcomes
107-1 describe examples, in the home and at school, of tools, techniques and materials that can be used to respond to their needs. 107-5 provide examples of how science and technology have been used to solve problems in their community and region 108-3 describe how person actions help conserve natural resources and care for living things and their habitat	204-3 state a prediction and a hypothesis based on an observed pattern of events 204-8 identify appropriate tools, instruments, and materials to complete investigation 205-5 make observations and collect information relevant to a given question or problem 205-7 record observations using a single word, notes in point form, sentences, and simple diagrams and charts	206-1 classify according to several attributes and create a chart or diagram to show the method of classifying 206-9 identify new questions or problems that arise from what was learned	207-2 communicate procedures and results, using lists, notes in point form, sentences, charts, graphs, drawings, and oral language	300-8 relate characteristics of rocks and minerals and their uses 301-6 demonstrate a variety of methods of weathering and erosion

### Social Studies

Foundations Document- By the end of Grade 6, students will have achieved the outcomes for entry		
Citizenship, Power and Governance	Interdependence	Time, Continuity and Change
-Identify and explain the rights and responsibilities of individual citizens in local, national, and global context. -Recognize how and why individuals and groups have different perspectives on public issues. -Take age-appropriate actions to demonstrate their responsibilities as citizens.	-Analyze their decisions as informed consumers. -Recognize and explain the interdependent nature of relationships among individuals, societies and the environment explain the interrelationships within selected human organizations and natural systems. -Identify and describe examples of positive and negative interactions among people, technology and the environment. -Identify and explain the key characteristics of sustainable practices. -Plan and evaluate age appropriate actions to support peace and sustainability in our interdependent world.	-Demonstrate an understanding of the concepts of vocabulary associated with time, continuity and change. -Identify, evaluate and use appropriate primary and secondary sources to learn and communicate about the past. -Research and describe historical events and ideas from different perspectives. -Apply historical methodology to interpret and understand time, continuity and change at an age-appropriate level. -Describe examples of cause and effect and change over time. -Identify and compare events of the past to the present in order to make informed, creative decisions about issues. -Identify trends that may shape the future.
People, Place and Environment		
Ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions at an age-appropriate level. -Use maps, globes, pictures, models, and technologies to represent and describe physical and human systems. -Explain how physical process have shaped and affected the landscape and human systems. -Describe how the environment affects human activity and how human activity endangers or sustains the environment.		

### Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
General Curriculum Outcome	Indications
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	-ask and respond to questions to clarify information and explore solutions to problems (e.g. interview format) -explain personal opinions and respond to the questions and opinions of

	others.
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	- use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion -engage and respond to oral presentations
Students will be expected to select, read, and view with understanding a range of literature information, media and visual text.	-select, with growing independence, text appropriate to their interests and learning needs -use pictures and illustrations, words structure and text format to locate topic and obtain or verify understanding of information
Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	-answer questions, with assistance, their own and others' questions by seeking information from a variety of text -reflect on the process of generating and responding to their own and others' questions
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	-use strategies in writing and other ways of representing to: formulate questions and organize ideas, generate topics of personal interest and importance, record experiences, formulate goals for learning, and practice strategies for monitoring their own learning -demonstrate and awareness of purpose and audience
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	-develop a range of prewriting, drafting, revising, editing, proofreading and presentation strategies\ -demonstrate and understanding of many conventions of written language in final product(spelling, punctuation, and formatting) -use technology to increase the proficiency of writing -select, organize and combine in formation from two or more sources

### Guiding Questions

1. How do plants, animals and humans rely on the environment to meet their needs?
2. How can we protect the environment to ensure those needs are met in the future?
3. Does human activity influence the weather/climate? How? What are the impacts of this on the landscape, plants, animals and ecosystems?
4. What is your environmental footprint?
5. What is can you Refuse, Reduce, Reuse and Recycle? Do the 4Rs change your environmental footprint?
6. How can I make art out of recycled materials?

### Grade 5

#### Science

Physical Science: Properties and Changes in Materials			
STSE	Planning and Performing	Explaining	Knowledge Outcomes
104-5 describe how the results of similar or repeated investigations may vary and suggest possible explanations for the variations 104-7 demonstrate the importance of using the languages of science and technology to communicate ideas, processes, and results 107-8 describe examples of technologies that have been developed to improve living conditions	204-7 plan steps to solve a practical problem and carry out a fair test of a science-related idea 205-5 make observations and collect information that is relevant to a given question or problem 205-8 identify and use a variety of sources and technologies to gather pertinent information	206-1 classify according to several attributes and create a chart or diagram that shows the method of classification	300-9 group materials as solids, liquids, or gases, based on their properties 301-9 identify changes that can be made to an object without changing the properties of the material of which it is made 301-10 identify and describe changes in materials that are reversible and some which are not 300-12 identify the source of materials found in an object and describe the changes to the natural material required to make the object
		206-2 compile and display data by hand or by computer, in a variety of formats(ie frequency tallies, tables, and bar graphs)	
		<b>Communication and Teamwork</b> 207-3 work with team members to develop and carry out a plan	



Physical Science: Forces and Simple Machines			
STSE	Planning and Performing	Explaining	Knowledge Outcomes
105-5 identify examples of scientific knowledge that have developed as a result of gradual accumulation of evidence 106-4 describe instances in which scientific ideas and discoveries have led to new inventions and applications 107-1 describe examples, in the home and at school, of tools, techniques, and materials that can be used to respond to their needs	204-1 propose questions to investigate and practice problems to solve 204-3 state a prediction and hypothesis based on an observed pattern of events 205-2 select and use tools to manipulate materials and build models 205-4 select and use tools for measuring 206-6 suggest improvements to a design or constructed object	206-6 suggest improvements to a design or constructed object 206-9 identify new questions or problems that arise from learning new information	303.12 investigate different kinds of forces used to move objects or hold them in place 303.13 observe and describe how various forces such as magnetic, mechanical, wind induced, and gravitational. Can act directly or from a distance to cause objects to move
		<b>Communication and Teamwork</b>	
		207-1 communicate questions, ideas, and intentions, and listen to others while conducting investigation	

### Literacy

Overview of Specific Curriculum Outcome: Reading and Viewing/ Writing	
General Curriculum Outcome	Indications
Students will speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.	<ul style="list-style-type: none"> <li>-ask and respond to questions to seek clarification or explanation of ideas and concepts</li> <li>-explain and support personal ideas and opinions</li> <li>-listen critically to others' ideas or opinions and points of view</li> </ul>
Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.	<ul style="list-style-type: none"> <li>- use word choice and expression appropriate to the speaking occasion</li> <li>-engage, respond and evaluate oral presentations</li> </ul>
Students will be expected to select, read, and view with understanding a range of literature information, media and visual text.	<ul style="list-style-type: none"> <li>-select, independently, text appropriate to their interests and learning needs</li> <li>-use pictures and illustrations, words structure and text format to locate topic and obtain or verify understanding of information</li> </ul>
Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	<ul style="list-style-type: none"> <li>-answer, with increased independence, their own and others' questions by seeking information from a variety of text</li> <li>-demonstrate an understanding of classification systems and basic reference materials are used to facilitate research</li> <li>-increase their ability to access information in response to their questions</li> </ul>
Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.	<ul style="list-style-type: none"> <li>-use a range of strategies in writing and other ways of representing to: frame and questions, generate topics of personal interest and importance, record experiences, formulate goals for learning, and practice strategies for monitoring their own learning</li> <li>-demonstrate and awareness of purpose and audience</li> </ul>
Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness.	<ul style="list-style-type: none"> <li>-develop a range of prewriting, drafting, revising, editing, proofreading and presentation strategies\</li> <li>-demonstrate and understanding of many conventions of written language in final product(spelling, punctuation, and formatting)</li> <li>-use technology to increase the proficiency and accuracy of writing</li> <li>-select, organize and combine in formation from two or more sources</li> </ul>

## Social Studies

Foundations Document- By the end of Grade 6, students will have achieved		
<b>Interdependence</b>	<b>People, Place and Environment</b>	<b>Time, Continuity and Change</b>
-Recognize and explain the interdependent nature of relationships among individuals, societies and the environment explain the interrelationships within selected human organizations and natural systems. -Identify and describe examples of positive and negative interactions among people, technology and the environment. -Identify and explain sustainable practices. -Plan and evaluate age appropriate actions to support peace and sustainability in our interdependent world.	-Ask geographic questions; acquire, organize, and analyze geographic information; and answer geographic questions at an age-appropriate level. -Use maps, globes, pictures, models, and technologies to represent and describe physical and human systems. -Explain how physical process have shaped landscape and human systems. -Describe how the environment affects human activity and how human activity endangers or sustains the environment.	-Identify, evaluate and use appropriate primary and secondary sources to learn about the past. -Research and describe historical events and ideas from different perspectives. -Apply historical methodology to interpret and understand time, continuity and change at an age-appropriate level. -Describe examples of cause/effect and change over time. -Identify and compare events of the past to the present to make informed, and creative decisions -Identify trends that may shape the future.
		<b>Citizenship, Power and Governance</b> -Identify and explain the rights and responsibilities of individual citizens in local, national, and global context. -Take age-appropriate actions to demonstrate their responsibilities as citizens.

### Guiding Questions

1. What is my environmental footprint?
2. What are the things that I use made of? Where do those materials come from?
3. Can the things I use be converted back into their original form?(ie paper-trees, plastic-petroleum)
4. How much garbage to I create? Does my class? Does my house?
5. Can I reuse items to reduce the amount of waste I create?
6. Why is refusing, reducing, reusing and recycling important?
7. What/How can I make art out of recycled materials?

## Agenda for the Grand Finale Showcase

April 25, 2020

NBCC Woodstock Gymnasium, 100 Broadway Street, Woodstock

### Agenda

- 12:00 p.m. Students arrive and set-up Showcase projects
- 12:30 p.m. Welcome
- 12:40 p.m. Judging of student projects.
- 2:00 p.m. Presentation of certificates and awards
- 2:30 p.m. Projects dismantled and everyone heads home

Thanks for another wonderful year of the Darlene Tapley Environmental Showcase

# Darlene Tapley Environmental Showcase

## Judging Criteria-2020

### Knowledge:

- Is there evidence of research (this can be from a book, internet, family)
- Can the student answer your questions?
- Can the student explain why they chose their topic?
- Does the student have ideas for next steps, more research, more questions they want to answer about their theme?

### Organization:

- Can you follow their presentation?
- Is their project board and model neat and easy to understand?

### Communication:

- Do they make eye contact?
- Is their volume appropriate?
- Overall presentation skills?

### Model: (this can be a 3D model, experiment, pictures, a comic etc.)

- Is it creative/unique?
- Can they connect it to the theme?

### Written: (this can be in the form of a report or the written piece on the tri-fold board)

- Can they read it?
- Does it sound like their own words?

### Sample Judging Questions:

- Why did you choose this topic?
- Can you tell me about your project?
- What was the most interesting thing you learned?
- How does this connect to "Your Environmental Footprint"?
- What was your favorite part of doing this project?
- Are you(your class, family, community) going to change anything you do as a result of your project?

### Judging Score Sheet

Participant: \_\_\_\_\_

Grade: \_\_\_\_\_

#### **Knowledge:**

Excellent Good Fair Poor

#### **Organization:**

Excellent Good Fair Poor

#### **Communication:**

Excellent Good Fair Poor

#### **Model (poster, diagram, etc**

Excellent Good Fair Poor

#### **Written component:**

Excellent Good Fair Poor

#### **Relation to theme:**

Excellent Good Fair Poor

**Notes:** \_\_\_\_\_

## Darlene Tapley Environmental Showcase Project Rubric

	4	3	2	1
<b>Knowledge of Topic</b>	Clear understanding of topic with evidence of research and no misconceptions. Consistent and appropriate use of scientific language. Explains project and responds to questions thoughtfully and accurately. Has a plan for next steps to continue their learning and understanding.	Clear understanding of the topic and evidence of research with few misconceptions. Limited but accurate use of scientific language. Explains project and responds to questions thoughtfully with some accuracy. Demonstrates some ideas about next steps to continue their learning and understanding.	Some understanding of topic but minimal evidence of research. Minimal or inaccurate use of scientific language. Explains project and responds to some questions but with difficulty. Limited evidence of thoughts on next steps to expand their learning and understanding.	Limited understanding of topic with little-to-no evidence of research. Scientific language not used. Unable to respond to questions. Has not thought about next steps.
<b>Organization</b>	Presentation and poster sequence are logical and easy to follow with a clear and effective purpose.	Presentation and poster sequence are easy to follow, but not always logical. The overall purpose is clear and effective purpose.	Presentation and poster sequence are difficult to follow in places, but the over-all purpose is understood.	Presentation and poster sequence are difficult to follow, lacks clarity and overall purpose is not understood.
<b>Communication</b>	Enthusiastic about project, uses written components as a reference but does not read long sections. Makes consistent eye contact with audience and speaks at an appropriate volume.	Pleasant and willing to talk about project, reads from written components 50% of the time, but is able to go off script. Makes some eye contact with audience and speaks at an appropriate volume.	Explains project with few prompts but reads predominantly from written piece and has difficulty if asked to go off script. Makes some eye contact with audience and speaks at an appropriate volume.	Requires many prompts to explain project and only reads from written component. Makes little to no eye contact and or speaks at an inappropriate level.
<b>Model (3D display, artwork, comic, experiment, ect)</b>	Neatly done, creative and a great amount of attention is paid to detail.	Neatly done, with some creative elements and attention is paid to detail.	Somewhat neatly done, with some attention is paid to detail.	Messy with little attention is paid to detail or model is missing.
<b>Written Component</b>	Project is well written, in their own words. It is focused and on-topic with few/no mistakes in grammar, spelling or punctuation, mistakes, if any, do not hinder understanding.	The project is well written. It is focused and on-topic with some mistakes in grammar, spelling or punctuation, but the mistakes do not hinder understanding.	Parts of the projects are difficult to understand with areas lacking focus. Some evidence of proof-reading but more needed because mistakes hinder understanding.	Project is poorly written. Unfocused and off-topic with little or no evidence of proof-reading.
<b>Relation to Theme (“My Environmental Footprint”)</b>	All aspects of project are clearly and creatively connected to the theme.	Most aspects of the project are clearly connected to the theme.	Some aspects of the project are connected to the theme	Few aspects of the project are connected to the theme.

Anglophone West School District  
Woodstock Education Centre

## Parent Letter

Darlene Tapley Environmental Showcase 2020

Dear Parent / Guardian,

Hello,

Our students are participating in the Darlene Tapley Environmental Showcase. This environmental education program is a partnership between the Meduxnekeag River Association Inc. ([www.meduxnekeag.org](http://www.meduxnekeag.org)), Woodstock Education Centre and our school.

This year's showcase theme is "My Environmental Footprint". This is the 18<sup>th</sup> annual Environmental Showcase and to celebrate the Meduxnekeag River Association will be awarding \$1000 prize to the participating school with the highest percentage of student participants! This prize will be used by the school for environmental education endeavors. Classes with participation rates of 90% or more will have a chance of winning \$250!

The Meduxnekeag River Association **will be providing students with a tri-fold project board** if they would like one. Every student will also receive a **certificate** and **thank you prize**.

Projects must consist of an age appropriate writing piece and 3D display, which can be a poster, model, painting, experiment, ect. The theme is to be the central part of the student projects. Within the theme, projects can focus on any of a variety of aspects of **My Environmental Footprint- Refuse, Reduce, Reuse, Recycle**, for example:

- How does what I do, eat, or use effect my environment?
- Where does my food come from?
- Tips to saving energy, water or other resources.
- What could I refuse to use, reduce, reuse or recycle to reduce the amount of garbage I create?
- Lets Up-cycle!
- Do a waste audit.

Note that the above are only examples; they are not intended to be the only way to focus on the theme; projects which respond to the theme in other ways are perfectly acceptable and encouraged! **For more age specific project examples please consult the Guiding Questions in the Getting Started section** found on the backside of this sheet. Please note parental guidance and help is encouraged but the goal is to have students report on "**Their Environmental Footprint**" as **they** experience or are aware of it. Projects are to be completed by individual students – completed projects in pairs are not allowed.

The local libraries have information on this topic and there are extensive resources on the internet.

The Darlene Tapley Environmental Showcase will be held at our school on \_\_\_\_\_, 2020. Students can bring projects in the day of the showcase and set-up in \_\_\_\_\_ when they come to school. The judging will occur during the day and then projects can return home with the students.

Thank you for your support of this important learning opportunity for the students. If you have any questions I can be reached .....Best regard

Please Fill in the following and return to School



## Darlene Tapley Environmental Showcase

Permission Slip

I give my permission for \_\_\_\_\_ to participate in the Darlene Tapley Environmental Showcase.

Please send home a tri-fold project board.

\_\_\_ Yes      \_\_\_ No

The Meduxnekeag River Association has my permission to take and share pictures and/or video of my child during this event.

\_\_\_ Yes      \_\_\_ No

Signed \_\_\_\_\_



# Helping Your Child Get Started

The Darlene Tapley Environmental Showcase encourages, promotes, and provides students with the opportunity to explore their local outdoor environment while developing, implementing, and improving their *scientific literacy*. Inquiry skills, problem solving, and decision making are the three components of Scientific Literacy from the New Brunswick *You and Your World* (K-2) & Science Curricula. The theme of the 18<sup>th</sup> annual Darlene Tapley Environmental Showcase is “**My Environmental Footprint**”. We have chosen this theme because of its versatility and to encourage students to get outside, explore, and ask questions. We encourage students to dig deep, get creative (maybe a little dirty) and find something that interests them.

## Guiding Questions

### Kindergarten

1. Why do I want to help protect Nature? Why do others?
2. What can I do to help Nature?
3. What do I throw away? How can I throw away less?
4. How can I use less water? Less energy?
5. What could I refuse, reduce, reuse, or recycle to help the environment? How would that change my life?
6. What/How can I make art out of recycled materials?
7. Which of your 5 senses help with reducing, reusing, and recycling?

### Grade 1

1. Why is the Environment important to you? Your family? Your community?
2. How could we work together as a class to reduce waste? As a family? As a community?
3. Where does our waste go? What happens to it?
4. How do plants help the environment?
5. What could you do to help the environment?
6. What/How can I make art out of recycled materials?

### Grade 2

1. Why is the environment important to you? To animals? To your community?
2. How has the environment changed over time? (Interview your parent, grandparents, etc.)
3. What can you do to protect the environment? (Leave no trace/no littering)
4. What is your environmental footprint?
5. What do you throw away? How could you reduce what you waste? Could it be reused, recycled or composted?
6. Why/How does what you do now affect the future?
7. What/How can I make art out of recycled materials?

### Grade 3

1. Why is the environment important?
2. Why is soil important for the environment?
3. What is your environmental footprint?
4. Can you reduce your waste?(food, water, electricity)
5. What happens to garbage? Where does your garbage go?
6. Can you make soil? (composting) What could it be used for? Would that reduce your environmental footprint? What role does soil have in the life cycle of plants and animals?
7. What/How can I make art out of recycled materials?

### Grade 4

1. How do plants, animals and humans rely on the environment to meet their needs?
2. How can we protect the environment to ensure those needs are met in the future?
3. Does human activity influence the weather/climate? How? What are the impacts of this on the landscape, plants, animals and ecosystems?
4. What is your environmental footprint?
5. What is can you Refuse, Reduce, Reuse and Recycle? DO the 4Rs change your environmental footprint?
6. How can I make art out of recycled materials?

### Grade 5

1. What is my environmental footprint?
2. What are the things that I use made of? Where do those materials come from?
3. Can the things I use be converted back into their original form?(ie paper-trees, plastic-petroleum)
4. How much garbage to I create? Does my class? Does my house?
5. Can I reuse items to reduce the amount of waste I create?
6. Why is refusing, reducing, reusing and recycling important?
7. What/How can I make art out of recycled materials?

## Project Tips/Guidelines

- Project theme “My Environmental Footprint-Refuse, Reduce, Reuse, Recycle”
- Projects are done on an individual basis, but we encourage collaboration with Parents, Grand Parents, Community members, etc. (Individual projects are necessary for prizes)
- Write about what you have learned in **your own words**.
- Projects must include a written piece and a model. Projects are judged on Knowledge of Topic, Organization, Communication, Model, Written Component, and Relation to Theme.
- Projects are accepted in both official languages.
- Get **creative** and create a display. This can be a 3D model, an experiment, a painting, a story, etc.
- Put it all together. (Have you answered your initial question(s); there may be more things you want to explore, discover and learn about. Write them down so you don't forget)
- Practice your presentation

