

**Curriculum Unit  
Title**

What Do You Value? A Question to Guide Us Through the Sustainability Discussion

**Author**

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**KEY LEARNING, ENDURING UNDERSTANDING, ETC.**

Students will write an opinion piece on a topic supporting a point of view with reasons. The base of their writing will be focused around a short research project. Students will conduct a short research project that will build knowledge about a topic. Using technology will enhance their projects and learning. Students will with guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. Students will recall information from experiences or gather information from print and digital sources: take brief notes on sources and sort evidence into categories. Students will create a PSA for their topic. Students will create engaging audio recordings or stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**ESSENTIAL QUESTION(S) for the UNIT**

Where does our garbage go? What is the difference between garbage and recycling? How can we clean up our community? What motivates people to enact changes? What is the difference between fact and fiction? Where is The Gambia? How does the timeline help us better understand the story? How much trash do we generate in our lifetime? What are some facts from this book that amaze you? How can you use this book to help you become more aware of the waste you generate? What is a PSA? How can you help people change their minds? How can you help people change their actions?

**CONCEPT A**

Telling the difference between garbage and recycling, sorting trash

**CONCEPT B**

How can we clean up our community?

**CONCEPT C**

Let's create a PSA!

**ESSENTIAL QUESTIONS A**

Where does our garbage go? What is the difference between garbage and recycling? What household items can be recycled.

**ESSENTIAL QUESTIONS B**

How can we clean up our community? What motivates people to enact changes? What is the difference between fact and fiction? Where is The Gambia? How does the timeline help us better understand the story?

**ESSENTIAL QUESTIONS C**

What is a PSA? How can you help people change their minds? How can you help people change their actions?

**VOCABULARY A**

Bacteria, climate change, compost, incinerator, landfill, methane, pollution, recycle

**VOCABULARY A**

Bubbling, tumbled, crochet

**VOCABULARY A**

Public Service Announcement

**ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES**

There will be Next Generation Science Standards introduced. We will look at cross grade work in Earth and Human Activity; K-ESS3-3: Students will communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. 4-ESS3-1: Students will obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 5-ESS3-1: Students will obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Children;s Books: One Plastic Bag: Isatou Ceesay and the Recycling Women of The Gambia; Human Footprint; Everything You Will Eat, Use, Wear, Buy, and Throw Out In Your Lifetime; The Adventures of a Plastic Bottle; Where Do Garbage Trucks Go? And Other Questions About...Trash and Recycling