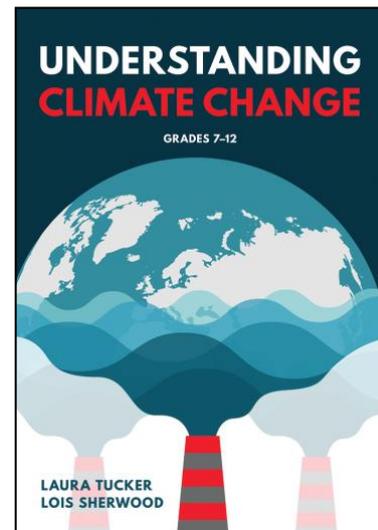


# Understanding Climate Change, Grades 7–12

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**Key Learning Area:** Science



## Summary

What's the best way to approach the hot topic of climate change in your classroom? With the comprehensive curriculum in this book.

The nine-session module provides both extensive background information and step-by-step instruction in three-dimensional methods for teaching this complex topic. For your students, it offers engaging opportunities to investigate and evaluate the lines of evidence for global warming and climate change. Opportunities for critical thinking analysis are woven throughout the book to help students draw their own conclusions about what should be done.

The module includes the following:

- Preassessment of your students' understanding of global warming and climate change.
- A lab investigation about sources of CO<sub>2</sub> (carbon dioxide) in the atmosphere.
- An opportunity to explore the greenhouse effect by comparing and contrasting physical and digital models.
- A checklist system for evaluating data's accuracy and reliability, plus a process to evaluate common misconceptions.
- Scaffolding for students to research climate change and then present their findings to their peers in much the same way that scientists do.
- A system to evaluate both the ripple effects of a warming climate and the actions the government, non-profits and corporations are taking to mitigate climate change.

The module is easy to use even if you have no background in climate science or are new to the Next Generation Science Standards. Your classes can master the material in just three or four weeks. The module can also be used in part to supplement your existing middle years or high school curriculum. Understanding Climate Change helps you empower students to conduct their own investigations, think for themselves and plan positive actions in their homes, schools and communities.

## Other Resources

- *Climate Change from Pole to Pole: Biology Investigations* (NST4704)
- *Clones, Cats, and Chemicals: Thinking Scientifically About Controversial Issues* (NST0812)