



Human Impacts on Our Climate



STEM Road Map
for Middle School

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OVERVIEW OF THE *STEM ROAD MAP CURRICULUM SERIES*

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The *STEM Road Map Curriculum Series* was conceptualized and developed by a team of STEM educators from across the United States in response to a growing need to infuse real-world learning contexts, delivered through authentic problem-solving pedagogy, into K–12 classrooms. The curriculum series is grounded in integrated STEM, which focuses on the integration of the STEM disciplines—science, technology, engineering, and mathematics—delivered across content areas, incorporating the Framework for 21st Century Learning along with grade-level-appropriate academic standards.

The curriculum series begins in kindergarten, with a five-week instructional sequence that introduces students to the STEM themes and gives them grade-level-appropriate topics and real-world challenges or problems to solve. The series uses project-based and problem-based learning, presenting students with the problem or challenge during the first lesson, and then teaching them science, social studies, English language arts, mathematics, and other content, as they apply what they learn to the challenge or problem at hand.

Authentic assessment and differentiation are embedded throughout the modules. Each *STEM Road Map Curriculum Series* module has a lead discipline, which may be science, social studies, English language arts, or mathematics. All disciplines are integrated into each module, along with ties to engineering. Another key component is the use of STEM Research Notebooks to allow students to track their own learning progress. The modules are designed with a scaffolded approach, with increasingly complex concepts and skills introduced as students progress through grade levels.

The developers of this work view the curriculum as a resource that is intended to be used either as a whole or in part to meet the needs of districts, schools, and teachers who are implementing an integrated STEM approach. A variety of implementation formats are possible, from using one stand-alone module at a given grade level to using all five modules to provide 25 weeks of instruction. Also, within each grade band (K–2, 3–5, 6–8, 9–12), the modules can be sequenced in various ways to suit specific needs.



Overview of the *STEM Road Map Curriculum Series*

STANDARDS-BASED APPROACH

The *STEM Road Map Curriculum Series* is anchored in the *Next Generation Science Standards* (NGSS), the *Common Core State Standards for Mathematics* (CCSS Mathematics), the *Common Core State Standards for English Language Arts* (CCSS ELA), and the Framework for 21st Century Learning. Each module includes a detailed curriculum map that incorporates the associated standards from the particular area correlated to lesson plans. The STEM Road Map has very clear and strong connections to these academic standards, and each of the grade-level topics was derived from the mapping of the standards to ensure alignment among topics, challenges or problems, and the required academic standards for students. Therefore, the curriculum series takes a standards-based approach and is designed to provide authentic contexts for application of required knowledge and skills.

THEMES IN THE *STEM ROAD MAP CURRICULUM SERIES*

The K–12 STEM Road Map is organized around five real-world STEM themes that were generated through an examination of the big ideas and challenges for society included in STEM standards and those that are persistent dilemmas for current and future generations:

- Cause and Effect
- Innovation and Progress
- The Represented World
- Sustainable Systems
- Optimizing the Human Experience

These themes are designed as springboards for launching students into an exploration of real-world learning situated within big ideas. Most important, the five STEM Road Map themes serve as a framework for scaffolding STEM learning across the K–12 continuum.

The themes are distributed across the STEM disciplines so that they represent the big ideas in science (Cause and Effect; Sustainable Systems), technology (Innovation and Progress; Optimizing the Human Experience), engineering (Innovation and Progress; Sustainable Systems; Optimizing the Human Experience), and mathematics (The Represented World), as well as concepts and challenges in social studies and 21st century skills that are also excellent contexts for learning in English language arts. The process of developing themes began with the clustering of the NGSS performance expectations and the National Academy of Engineering’s grand challenges for engineering, which led to the development of the challenge in each module and connections of the module activities to the CCSS Mathematics and CCSS ELA standards. We performed these

mapping processes with large teams of experts and found that these five themes provided breadth, depth, and coherence to frame a high-quality STEM learning experience from kindergarten through 12th grade.

Cause and Effect

The concept of cause and effect is a powerful and pervasive notion in the STEM fields. It is the foundation of understanding how and why things happen as they do. Humans spend considerable effort and resources trying to understand the causes and effects of natural and designed phenomena to gain better control over events and the environment and to be prepared to react appropriately. Equipped with the knowledge of a specific cause-and-effect relationship, we can lead better lives or contribute to the community by altering the cause, leading to a different effect. For example, if a person recognizes that irresponsible energy consumption leads to global climate change, that person can act to remedy his or her contribution to the situation. Although cause and effect is a core idea in the STEM fields, it can actually be difficult to determine. Students should be capable of understanding not only when evidence points to cause and effect but also when evidence points to relationships but not direct causality. The major goal of education is to foster students to be empowered, analytic thinkers, capable of thinking through complex processes to make important decisions. Understanding causality, as well as when it cannot be determined, will help students become better consumers, global citizens, and community members.

Innovation and Progress

One of the most important factors in determining whether humans will have a positive future is innovation. Innovation is the driving force behind progress, which helps create possibilities that did not exist before. Innovation and progress are creative entities, but in the STEM fields, they are anchored by evidence and logic, and they use established concepts to move the STEM fields forward. In creating something new, students must consider what is already known in the STEM fields and apply this knowledge appropriately. When we innovate, we create value that was not there previously and create new conditions and possibilities for even more innovations. Students should consider how their innovations might affect progress and use their STEM thinking to change current human burdens to benefits. For example, if we develop more efficient cars that use by-products from another manufacturing industry, such as food processing, then we have used waste productively and reduced the need for the waste to be hauled away, an indirect benefit of the innovation.



The Represented World

When we communicate about the world we live in, how the world works, and how we can meet the needs of humans, sometimes we can use the actual phenomena to explain a concept. Sometimes, however, the concept is too big, too slow, too small, too fast, or too complex for us to explain using the actual phenomena, and we must use a representation or a model to help communicate the important features. We need representations and models such as graphs, tables, mathematical expressions, and diagrams because it makes our thinking visible. For example, when examining geologic time, we cannot actually observe the passage of such large chunks of time, so we create a timeline or a model that uses a proportional scale to visually illustrate how much time has passed for different eras. Another example may be something too complex for students at a particular grade level, such as explaining the p subshell orbitals of electrons to fifth graders. Instead, we use the Bohr model, which more closely represents the orbiting of planets and is accessible to fifth graders.

When we create models, they are helpful because they point out the most important features of a phenomenon. We also create representations of the world with mathematical functions, which help us change parameters to suit the situation. Creating representations of a phenomenon engages students because they are able to identify the important features of that phenomenon and communicate them directly. But because models are estimates of a phenomenon, they leave out some of the details, so it is important for students to evaluate their usefulness as well as their shortcomings.

Sustainable Systems

From an engineering perspective, the term *system* refers to the use of “concepts of component need, component interaction, systems interaction, and feedback. The interaction of subcomponents to produce a functional system is a common lens used by all engineering disciplines for understanding, analysis, and design” (Koehler, Bloom, and Binns 2013, p. 8). Systems can be either open (e.g., an ecosystem) or closed (e.g., a car battery). Ideally, a system should be sustainable, able to maintain equilibrium without much energy from outside the structure. Looking at a garden, we see flowers blooming, weeds sprouting, insects buzzing, and various forms of life living within its boundaries. This is an example of an ecosystem, a collection of living organisms that survive together, functioning as a system. The interaction of the organisms within the system and the influences of the environment (e.g., water, sunlight) can maintain the system for a period of time, thus demonstrating its ability to endure. Sustainability is a desirable feature of a system because it allows for existence of the entity in the long term.

In the STEM Road Map project, we identified different standards that we consider to be oriented toward systems that students should know and understand in the K–12 setting. These include ecosystems, the rock cycle, Earth processes (such as erosion,

tectonics, ocean currents, weather phenomena), Earth-Sun-Moon cycles, heat transfer, and the interaction among the geosphere, biosphere, hydrosphere, and atmosphere. Students and teachers should understand that we live in a world of systems that are not independent of each other, but rather are intrinsically linked such that a disruption in one part of a system will have reverberating effects on other parts of the system.

Optimizing the Human Experience

Science, technology, engineering, and mathematics as disciplines have the capacity to continuously improve the ways humans live, interact, and find meaning in the world, thus working to optimize the human experience. This idea has two components: being more suited to our environment and being more fully human. For example, the progression of STEM ideas can help humans create solutions to complex problems, such as improving ways to access water sources, designing energy sources with minimal impact on our environment, developing new ways of communication and expression, and building efficient shelters. STEM ideas can also provide access to the secrets and wonders of nature. Learning in STEM requires students to think logically and systematically, which is a way of knowing the world that is markedly different from knowing the world as an artist. When students can employ various ways of knowing and understand when it is appropriate to use a different way of knowing or integrate ways of knowing, they are fully experiencing the best of what it is to be human. The problem-based learning scenarios provided in the STEM Road Map help students develop ways of thinking like STEM professionals as they ask questions and design solutions. They learn to optimize the human experience by innovating improvements in the designed world in which they live.

THE NEED FOR AN INTEGRATED STEM APPROACH

At a basic level, STEM stands for science, technology, engineering, and mathematics. Over the past decade, however, STEM has evolved to have a much broader scope and broader implications. Now, educators and policy makers refer to STEM as not only a concentrated area for investing in the future of the United States and other nations but also as a domain and mechanism for educational reform.

The good intentions of the recent decade-plus of focus on accountability and increased testing has resulted in significant decreases not only in instructional time for teaching science and social studies but also in the flexibility of teachers to promote authentic, problem solving–focused classroom environments. The shift has had a detrimental impact on student acquisition of vitally important skills, which many refer to as 21st century skills, and often the ability of students to “think.” Further, schooling has become increasingly siloed into compartments of mathematics, science, English language arts, and social studies, lacking any of the connections that are overwhelmingly present in



Overview of the *STEM Road Map Curriculum Series*

the real world around children. Students have experienced school as content provided in boxes that must be memorized, devoid of any real-world context, and often have little understanding of why they are learning these things.

STEM-focused projects, curriculum, activities, and schools have emerged as a means to address these challenges. However, most of these efforts have continued to focus on the individual STEM disciplines (predominantly science and engineering) through more STEM classes and after-school programs in a “STEM enhanced” approach (Breiner et al. 2012). But in traditional and STEM enhanced approaches, there is little to no focus on other disciplines that are integral to the context of STEM in the real world. Integrated STEM education, on the other hand, infuses the learning of important STEM content and concepts with a much-needed emphasis on 21st century skills and a problem- and project-based pedagogy that more closely mirrors the real-world setting for society’s challenges. It incorporates social studies, English language arts, and the arts as pivotal and necessary (Johnson 2013; Rennie, Venville, and Wallace 2012; Roehrig et al. 2012).

FRAMEWORK FOR STEM INTEGRATION IN THE CLASSROOM

The *STEM Road Map Curriculum Series* is grounded in the Framework for STEM Integration in the Classroom as conceptualized by Moore, Guzey, and Brown (2014) and Moore et al. (2014). The framework has six elements, described in the context of how they are used in the *STEM Road Map Curriculum Series* as follows:

1. The STEM Road Map contexts are meaningful to students and provide motivation to engage with the content. Together, these allow students to have different ways to enter into the challenge.
2. The STEM Road Map modules include engineering design that allows students to design technologies (i.e., products that are part of the designed world) for a compelling purpose.
3. The STEM Road Map modules provide students with the opportunities to learn from failure and redesign based on the lessons learned.
4. The STEM Road Map modules include standards-based disciplinary content as the learning objectives.
5. The STEM Road Map modules include student-centered pedagogies that allow students to grapple with the content, tie their ideas to the context, and learn to think for themselves as they deepen their conceptual knowledge.
6. The STEM Road Map modules emphasize 21st century skills and, in particular, highlight communication and teamwork.