

# Destination 2017: Education for Sustainability Lesson Plan

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Campus: Osceola

Discipline: Reading/Writing

## Week 1

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1. Course Prefix and Name (select a course you wish to incorporate sustainability, ex: *ENC 1101*):  
ENC 0027
2. Needs Assessment
  - a. What is the CIM [course outcome](#) that you plan on teaching during your sustainability-focused lesson? The students will be able to recognize thesis statements.
  - b. What is a particular lesson, activity, or unit you already use that you wish to incorporate sustainability? Or, if you will be creating a new lesson, which concepts might align with sustainability? I will incorporate sustainability into a reading selection in which the students will examine an analysis and evaluation essay pertaining to environmental issues.
  - c. What [sustainability topic](#) might it cover? Clean Water And Sanitation

For more resources see,

- Sample Valencia lesson plans ([English](#), [New Student Experience](#), [Mathematics](#)),
- [Tips on integrating sustainability into existing courses](#)
- [Arizona State University's archive of sustainability lesson plans](#)

## Week 2

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3. Student Learning Outcomes

What is your end learning goal with the lesson? What should the [students be able to do/understand/care about](#)?

- a. My end learning goal is for the students to be able to use their critical reading and writing skills and locate and write an implied thesis statement from an article titled: "Global Water Challenge." This article discusses water challenges and its importance now and for the future.

- b. The students will articulate implied thesis statements that convey the serious environmental issues the reading discussed.

## Week 3

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4. Lesson Title: Water Challenges
5. Lesson Summary: The essay that the students will read will serve several purposes. It will begin the reading and writing process along with making them aware of the positive impact that they can have on the environment by their own water conservation efforts. I chose this selection because this is an important global environmental issue and students need to have an awareness.
6. Lesson Overview/Background:
  - a. How will your lesson connect to the [3 pillars of sustainability](#): environmental, social, and economic issues?  
Environmental: 1) Discuss how farming operations in Arizona are being affected due to water Scarcity. 2) Discuss Pollution and the effect it has on industrial use.  
Social: 1) Explain the challenges of water being unequally distributed throughout the world and how scarcity affects regions differently. 2) Discuss the effects of water scarcity and the use of freshwater dwindling and how it affects the community.  
Economic: 1) Explain that water scarcity is increasing because of droughts and overpopulation. 2) Discuss that water quality is a major issue in economically advanced regions of the world.
  - b. How will your lesson address at least one of the [5 key concepts](#)?  
The key concept that I will address in my lesson is systems dynamics. I chose this concept because throughout this article, there were decisions that were made by politicians and water managers that have had both positive and negative consequences.
7. Assessment
  - a. Identify the [type\(s\) of assessment](#) (*experiential, inquiry-based, project-based, place-based*) strategies you will use to assess content mastery ([summative](#)) and write out the instructions that will be given to students. The type of assessment used will be Placed-based. My assessment tool: Summative-Classroom Dialogue on the topic.  
\*Each student will participate when their name is called giving facts on the reading Selection.
  - b. Identify the strategy or strategies you will use to assess student learning and provide ongoing feedback ([formative](#)) and write out the instructions that will be given to students.  
Formative-Draw a concept map.  
\*In your groups, identify the major ideas that were presented in the selection of the text.(Brainstorm)  
\*Organize your ideas into categories.  
\*Use lines on the map to represent how ideas are connected to one another.  
\*After the completion of the map, discuss.

\*This activity will assist you with the writing process.

## 8. Lesson Activities

- a. What will students need to know or do prior to the lesson activity or activities (readings, items to be prepared, prior knowledge)?

Prior to the lesson activity, the students will need to examine the steps that are necessary to help prepare them for reading and annotating the selection. 2) I will model how to annotate the reading selection.

- b. Describe the activity or activities students will be doing.

- i. Write out the instructions that will be given to students.

\*Handout the reading assignment.

\*Explain to the class that this reading assignment will serve two purposes:

- a. The start of the reading/writing process.

- b. Making the students aware of an important global environmental issue.

\*Use active reading strategies

\*Preview the Reading and Think about the Topic

\*Read and Annotate the Text(Ask yourself what is the main idea of the reading?)  
(This is considered the thesis statement)

\*Locate the major supporting points of the selection and write the information out.  
(These ideas provide evidence for the thesis statement)

\*The last step is to have a class discussion.

- ii. How will you keep students engaged throughout this activity.

Think-Pair-Share activity.

Periodically asking questions throughout the activity.

## 9. Materials and Resources

For the questions below, include links to resources you plan to use with a summary of how you plan to use the resource.

- a. What content do you already have? I have the reading selection which is from Environmental Science: A study of Interrelationships, 13th edition, a science textbook written by Eldon D. Enger and Bradely F. Smith and published in 2013

- b. What new materials will you need to create? I have the information that is necessary for the students to be able to read, discuss, analyze, and identify the purpose of the reading selection.

## Week 4

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### 10. Reflection

- a. Explain how your outcome(s), learning activities, and assessments are aligned and connected. The assessments reveal how well the students have learned the information that has been taught. The assessment reveals whether the students have achieved the learning objectives. The outcomes, learning activities, and assessments all reinforce one another. If my students are successful with writing the implied thesis statement from reading selections, then they have achieved the goal. The assessment will check for understanding.
- b. How will you [evaluate the effectiveness of your lesson](#)?
  - 1) I will evaluate the effectiveness of the lesson by asking questions throughout the activity.
  - 2) By looking at the completion of the activity.
  - 3) Giving 1 minute papers