

Human Impacts Part 1: Learning Segment Table (approximately 1 traditional class day)

This is not a triangle in which we develop a model. Instead, we examine some phenomena and develop a year-long driving question.



Seg	Model Move	Est Time (min)	Overview	What did we figure out?
1	P	20	We begin our science learning this year by examining a range of headlines that have appeared recently in publications across the globe. We look for patterns in these headlines and discuss different categories we might put them into and bring up other related phenomena.	We see that there are a lot of challenging things happening in the environment on Earth in recent times. We considered how we might make sense of all of these things and considered other similar events that we know about.
2	Q	15	We consider the age of the Earth and note the time that humans have been around. We work together to develop a driving question.	We realize that humans have been on Earth for a very short period of time relative to the age of the Earth. This leads us to wonder if we really can be the cause of all of these environmental problems. We develop the question that will guide our yearlong learning in Living Earth Biology.
3	P	5-10	In order to infuse some hope into our discussion of environmental problems, we take a moment to discuss solutions we have heard about. OPTIONAL: Human Impacts Project Launch	We spent some time thinking about solutions to all of the problems and we realized we need to figure out more about the Earth and how it formed in order to get started answering our driving question. This leads us into the next unit.