

Call to Action

A KEY COMPONENT OF THE TAHOMA SUSTAINABILITY CURRICULUM *RESPONSIBLE CITIZENSHIP*

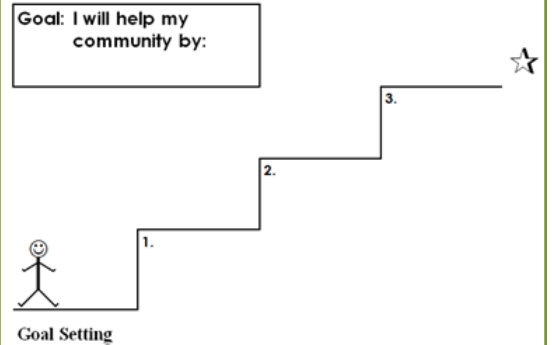
The Call to Action are culminating activities as students explore issues and points of view. Students extend their learning and engage as active participants of a democratic society to impact their school, local community, state, nation or world around an important sustainability issue. Students hone their skills to inform and influence authentic audiences and positively impact the world in which they live.

Anchor points for the **Call to Action** include:

- An authentic audience and purpose
- Informed decision making, point of view, and student choice. Multiple perspectives are explored in the real-world issues studied, students must synthesize their learning to identify a high leverage action to pursue.
- Expectation and encouragement for students to actually take the action they propose with the authentic audience

Grade 3 – Whose Rule?

Students brainstorm rules that they would suggest for their classmates or school to conserve water. Students then take the ideas generated through a problem solving graphic organizer to help evaluate their ideas to identifying a rule. Student then develop a way to communicate a message to others about the importance of their rule to conserve water using digital tools and media.



Grade 3 – Classroom Service Projects

As a culminating project for the Our Maple Valley Community students apply their learning in designing a class project that will make a real contribution to the school or community. A wide variety of projects are suggested including many that are designed to promote water or energy conservation, recycling, reuse, composting, beautification, education, or service.

Grade 4 – Student Reflection and Letter Writing

Students will reflect on their field experience by writing a letter to a board member of the Shadow Lake Bog. The purpose of the letter is two-fold. One, is to share a new understanding or gained knowledge from the field experience and the other is to give support for the work that the board member have done to preserve and protect our communities natural treasure – the Shadow Lake Bog.

Grade 4 – You Decide

Students apply their learning from all of their previous lessons in the Sustaining Washington's Resources to advocate for a particular position related to this unique local resource, the Shadow Lake Bog. Students identify a law they might propose in the interest of stakeholders to preserve and protect the Shadow Lake Bog. The authentic audience for the rule can either be the Maple Valley City Council or King County Department of Natural Resources.



The Shadow Lake Bog



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Grade 7 – Invasive Removal to Sustain a Healthy Forest

Students participate in a service project during the field experience at the Arboretum. Students have learned to identify invasive species during the unit and after completing their data collection they spend the rest of their time at the Arboretum in service. Students roll up their sleeves and learn to use the tools at the Arboretum to remove invasive plant species from the urban forest.

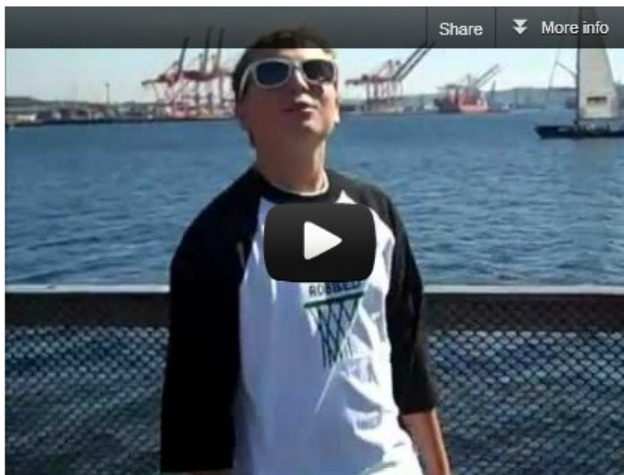
Grade 7 – Let's Take Action in Our Community

Students combine the learning from the science unit, Healthy Forests Healthy Waters and the social studies unit, Global Water Resources by selecting appropriate strategy charts to synthesize their learning and hone their creativity. Students select a project that will improve their community and works to sustain our healthy forest and water resources. Once an action project has been determined, students identify ways they can use the media to create public awareness for their projects.

Grade 9 – Sounding Off on the Puget Sound

Students work collaboratively in teams synthesizing their learning in the unit by identifying a key issue contributing to challenges for the health and economic viability for Puget Sound. Students determine a stakeholder group and determine a communications message, including action steps they can do to make a difference. Students share their projects with actual stakeholders.

A.J. Tift, Grade 9, from Tahoma Junior High School in Ravensdale, WA
Video Title: "Power to the Puget"



One of our student teams entered their video into a contest with Facing the Future and won 1st place



Anchor Habits of Mind for the Call to Action

- Thinking Interdependently
- Metacognition
- Applying Past Knowledge
- Thinking Flexibly
- Creating, Imagining, Innovating
- Responsible Risk Taking



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Grade 9 – Sounding Off on the Puget Sound—Service Call to Action

Students in the unit have researched and evaluated community service organizations that work on Puget Sound issues. Students choose an organization to contact in order to complete a service project. This call to action provides students an opportunity to practice the district Outcome, Community Contributor, by contributing to the efforts of the organization they choose.



Grade 12– Humans in the Environment—Cross Age Teaching

Our high school seniors synthesize all their sustainability learning, think creatively by designing and developing a learning opportunity for our younger students, and act as role models through a cross-age teaching experience. Seniors work in small teams to develop their ideas and lesson and then teach an hour lesson at our elementary school. We do this in a systemic way with all 650 senior students traveling by bus to our elementary buildings on the same day and time and teaching to small groups of our 4th graders.

Call to Action—Cross Age Teaching



Seniors Begin the Lessons in the Classroom



This Team Focused on Storm Water Drains

Anchor Thinking Skills for the Call to Action

- Problem Solving
- Predicting
- Point of View
- Analysis
- Decision Making



Storm Water Drains Directly to Streams & Rivers