

School-Wide EfS Initiatives: 2014-15

MS 447, Brooklyn, NY

	September	October	November	December	January
School-wide Initiatives	<p>Form Green Team from student government</p> <p>Form garden club during after school</p>	<p>Plant oysters in Brooklyn Bridge Park</p>	<p>Recycle school paper at 100%</p> <p>Reduce Liquid waste in Café by 30% during 4th period lunch</p>	<p>Teacher-lead PD to inform staff of new recycling practices→ Getting the message out</p> <p>Introduce hallway receptacles for trash cans/bottles, and paper recycling</p> <p>Reduce Liquid waste in Café by 30% during 4th period lunch</p>	<p>Begin bottle collection for proposed greenhouse</p> <p>Apply for Compost Program</p> <p>Solar cooker project</p> <p>Giana and student government distribute paper recycling receptacles in each classroom.</p>
PTA/PTO Community Plans	<p>Parent Coordinator assigned</p>	<p>Parent coordinator/ Sustainability coordinator meeting</p>	<p>PTA offers \$500 grant to support our initiatives</p> <p>PTA donates gloves and garbage pickers to help green team separate trash from paper recycling</p>	<p>Custodial staff agrees to remove hallways receptacles one a week (bottles/cans and paper)</p>	<p>Parents visit school to participate in a gallery showing of brownfield models designed by 6th graders. These blueprint models were designed to incorporate green technology infrastructure. Students and parents donate repurposed materials to solar cooker project</p>

	February	March	April	May	June
School-wide Initiatives	<p>Amy Goods uses Aquaponic with garden club</p> <p>Begin Café Composting.</p> <p>Student Government will continue creating their advisory paper-recycling lesson.(Tortorella)</p>	<p>Christina Pugliese and Will Dych introduce design experiments and use straw rocket as a model</p> <p>Student Government will see if/how their lesson and bin designs have affected paper recycling. (Tortorella)</p> <p>Student Government will roll out their paper-recycling lesson in advisory and to the school at each grade assembly. After the lesson is taught, each advisory class will decorate their paper-recycling bin to promote proper recycling methods. (Tortorella)</p>	<p>Students will design solar oven and harness energy to cook</p> <p>Student Government will see if/how their lesson and bin designs have affected paper recycling. (Tortorella)</p>	<p>Students return to oyster garden in Brooklyn bridge park</p> <p>Students share garden vegetables cultivated through Aquaponic garden</p>	<p>Students begin construction of greenhouse</p>



**CELf Leadership Training in
Sustainability Curriculum
EfS In A Year**

<p>PTA/PTO and Community Plans</p>	<p>Students will cultivate garden plants to prepare for a spring salsa celebration.</p>			<p>Parents celebrate the dedication of the garden club at sustainability salsa event</p>	
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EfS in a Year - Advisory - 7

William Dych, MS 447, Brooklyn, NY

Unit/Content	Big Idea(s)	Essential Questions
<p>Service Learning</p> <ul style="list-style-type: none"> • Teen homelessness (Various Readings and Videos) • Toiletry Drive (Students collect toiletries and prepare gift bags to be delivered to teen homeless shelter) • Sleeping Bag Drive • Snowflake Project (Students make snowflakes and then travel to WYMCA and decorate the lobby of the building) 	<p>Community</p>	<ul style="list-style-type: none"> • What is a community? • What is our community made of? • How can we help our community? • What makes a sustainable community? • What is your responsibility to the community? • Who lives in our human and natural communities?
	<p>Interdependence</p>	<ul style="list-style-type: none"> • How are human and natural systems interrelated? • What can communities learn from natural systems to improve our common future?
	<p>Fairness / Equity</p>	<ul style="list-style-type: none"> • Who decides what is fair or equitable? <ul style="list-style-type: none"> ◦ Who should decide? • What is the difference between fairness and equity? • How should we balance the rights of individuals with the common good? • What determines value? • Is there a difference between wants and needs? • What happens in a system when resources are limited? • What happens when resources are inequitably allocated? • Why is it important to think about the future?

EfS In A Year (6-8) - Student Government

Gianna Russo, MS 447, Brooklyn, NY

Unit/Content	Big Idea(s)	Essential Questions
<p>Year Long</p> <ul style="list-style-type: none"> • What is recycling? • What is being recycled in our school community? • Students will examine areas with recycling receptacles in the school and evaluate why non-recyclable materials appear in the bins. • How can we improve upon the recycling in our school (design and implement program) 	<p>Systems</p> <p>Community</p> <p>Ability to make a difference</p>	<ul style="list-style-type: none"> • What is a system? • What is your role in our school system? • How can we help our school community become more sustainable?
<p>December: Sustainability team presented our goals to the staff and conducted a survey to find out more information on recycling in their classrooms. Most teachers were missing paper-recycling bins, therefore more were ordered.</p> <p>January to March 2015: The Student Government members are making an advisory lesson regarding the abovementioned question of "How</p>	<p>Systems</p> <p>Community</p> <p>Ability to Make a Difference</p>	<ul style="list-style-type: none"> • What is your role in our school system? • How can we help our school community become more sustainable?