

# MY SCIENCE JOURNAL

BY: \_\_\_\_\_

## **SHARING THE PLANET**

*An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.*

## **CENTRAL IDEA**

*The increasing rate of environmental pollution causes a continued need for innovation and waste management.*



**KEY CONCEPTS:** **CHANGE:** HOW IS IT CHANGING?  
**RESPONSIBILITY:** WHAT IS OUR RESPONSIBILITY?

## MY SCIENCE VOCABULARY WORDS

SCIENCE WORD	MEANING	PICTURE

### MATERIALS:

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<p><b>MY WATER FILTER DESIGN</b></p>	<p><b>MY GROUPS WATER FILTER DESIGN</b></p>
<p><b>WATER BEFORE THE EXPERIMENT</b></p>	<p><b>WATER AFTER THE EXPERIMENT</b></p>

**HYPOTHESIS:** \_\_\_\_\_

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**WHAT CHANGES WOULD YOU MAKE FOR THE NEXT TIME (IF ANY)? DRAW A PICTURE AND LABEL.**



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**WHAT WERE YOUR RESULTS?**

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**GIVE TWO REASONS WHY YOUR EXPERIMENT IS IMPORTANT IN HELPING THE ENVIROMENT.**

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**WHAT ARE SOME OTHER WAYS YOU COULD HELP STOP POLLUTION?**

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## EXIT SLIP ONE

WHAT IS POLLUTION AND WHY IS IT A PROBLEM?

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## EXIT SLIP TWO

WHAT ARE SOME POSSIBLE SOLUTIONS TO WATER POLLUTION?

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## EXIT SLIP THREE

WHAT WOULD HAPPEN IF NO ONE CARED ABOUT POLLUTION?

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

# GROUP ASSESSMENT

GROUP MEMBERS: \_\_\_\_\_

GROUP COLOR: \_\_\_\_\_

## COLLABORATION:

	DP	MP	ME
<b>TEAMWORK</b>	Our team had some arguing and we needed teacher support to help solve problems to agree on design.	Our team was able to work independently and most team members were involved.	Our team was able to work together and have discussions about our thinking with everyone involved.
<b>LEVELS OF QUESTIONING</b>	I can try my best in asking a level 1, 2, or 3 question and am still practicing.	I can ask level 1 and 2 questions, but I still need some help reaching level 3.	I feel confident in asking level 1, 2, and 3 level questions often labeling them correctly!