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AUTHOR	Warpinski, Robert
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and the second	Grades; *Teaching Guides
IDENTIFIERS	ESEA Title III

ABSTRACT

Presented in this teacher's guide for grades 9-12 are lesson plans and ideas for integrating business education (general business, typing, shorthand, clerical and secretarial practice, and bookkeeping) and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, 'shavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials -- publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

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Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, EE Specialist

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- 1. Written and designed by your fellow teachers, this guide it to fit appropriately into existing, logical course content
- 2. Each page or episode offers suggestions. Knowing your stuto adapt or adopt. Limitless chances are here for your exp Many episodes are self contained, some open-minded, still developed over a few days.
- 3. Try these episodes, but please pre-plan. Why? Simply, no and no curriculum will work unless viewed in the context of
- 4. React to this guide with scratch ideas and notes on the epi 5. After using an episode, <u>fill out the attached evaluation fo</u> duplicate, or request more of these forms. Send them singl We sincerely want your reactions or suggestions--negative a <u>evaluations are the key</u> in telling us "what works" and in a the guides.

TERMS AND ABBREVIATIONS

ICE RMC is <u>Project ICE</u> <u>Resource Materials</u> <u>Center</u> serving all school districts in CESA 3, 8, and 9. Check the Project ICE B resources. Cur address and phone number is on this guide's co or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Madison, Wisconsin 53701 (Phone: 603-262-1644).

Cognitive means a measurable mental skill, ability, or proce Affective refers to student attitudes, values, and feelings.

PREFACE

is the Greek origin of the term "ecology". Environmental education whatever or wherever it may be. Like an unbrella, our house can to fit many ranges -- natural and man-made. We can add quality to our any "houses" if we omit rancor and cite long range gains, costs, and oikus uses the insights of all subjects. Thus, a rational, positive, ogram like ours necessarily results. Also, since attitudes grow over ogram ranges K thru 12. The environment mirrors our attitudes or is have their origin in the "oikus" of our collective and individual ne masters of our house by replacing the Greek adage of "Know thyself" and thine house."

med by your fellow teachers, this guide is supplementary in natureely into existing, logical course content.

ode offers suggestions. Knowing your students best, you decide what Limitless chances are here for your experimentation and usage. self contained, some open-minded, still others can be changed or few days.

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isode, fill out the attached evaluation form in the back. Use, uest more of these forms. Send them singly or collectively to us. your reactions or suggestions -- negative and positive. Your the key in telling us "what works" and in aiding our revisions of

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measurable mental skill, ability, or process based on factual data. o student attitudes, values, and feelings.

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The following teachers and consultants participated of the Supplementary Environmental Education Guides: hers

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CESA #3 D. C. Aderhold, Bondúel John Anderson, Peshtigo Walter Anderson, Waysaukee Bonnie Beamer; Coleman Merlyn Blonde, Shawano R. A. Dirks, Gillett Dennis Dobrzeński, White Lake LeRoy Gerl, Oconto Karén Grünwald, St. Jámes (L) William Harper, Lena Sister Claudette, St. Charles Ervin Kunesh, Marinette Kathleen LeBreck, Oconto P. E. Lewicki, Gillett Dorothy C'Brien, Wausaukee Terry Ctto, St. John (L) Arthur Paulson, Cconto Falls Marie Prochaska, Lena Christine Proctor, Wausaukee Arthur Schelk, Suring Peter Skroch, Cconto Falls David Soltesz, Crivitz Bill Stillion, Shawano Cathy Warnack, White Lake

CESA #3 Dr. Richard Presnell, Univ. of Wisc.-Green Bay CESA #8 Dr. James Marks, Lawrence University CESA #9 Dr. Charles Peterson, St. Norbert College

CESA #8 ader Mary Anders, Winneconne Pétér ∂Bêć Robert Becker, Fox Valley (L) Lee aris Mary Chriss, Hortonville Kấthi Cliff Christensen, Winneconne Kenneth Coullard, Hortonville Chri Merle à ℃c Sara i En Raymond Emerich, Hortonville Duand ceg Mike Ercegovac, Winneconne Robe edi Dona Geeding, Menasha Donald Hale, Winneconne Janet Hal Phy11 James Huss, Freedom luss Keitl Loi Sister Lois Jonet, Holy Angels Jack ı Ka Kenneth Kappell, St. Aloysius Mike : Ke Kenneth Keliher, Appleton Herbe : K1 Everett Klinzing, New London Gary ruêg Fred Krueger, Oshkosh Nanne lege Jim Krueger, Winneconne Joset le l Mae Rose LaPointe, St. John High Cathe rie Rosemarie Lauer, Hortonville DeAnr Lée Robert Lee, Neenah. Kris Lin Harold Lindhorst, St. Martin (L) Mel K ωOr Dennis Lord, Little Wolf Jack Robert Meyer, Neenah Mey Sisté Arnold Neuzil, Shiocton. Neu Eller uth James Nuthals, Lourdes Judil Pet Connie Peterson, St. Martin (L) Prisc y R Rosemary Rafath, Clintonville C. L. Mark Reddel, St. Martin (L) dde Willi R**ö1**. Glady's Roland, Little Wolf Roger Ró Kathryn Rowe, Appletón Jan S rgai Mary Margaret Sauer, Menasha Calvi chae Edwin Schaefer, Kaukauna Marÿ 11, Lee Smöll, Little Chute Carol tehi Doris Stehr, Mt. Calvary (L) Mary Stu Ginger Stuvetraa, Oshkosh Swi Richard Switzer, Little Chute Sús Tim Van Susteren, Holy Name Lila Wertsch, St. Margaret Mary rtso Jo11 Warren Wolf, Kimberly cre] Gery Farrell, Menasha

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CESA #8 nders, Winneconne Becker, Fox Valley (L) nrišš, Hortonville hristensen, Winneconne Couillard, Hortonville i Emerich, Hortonville cegovac, Winneconne eding, Menasha Hale, Winneconne luss. Freedom Lois Jonet, Holy Angels i Kāppell, St. Aloysius Keliher, Appleton Klinzing, New London ueger, Oshkosh leger, Winneconne é LaPointe, St. John High ie Lauer, Hortonville Lee, Neenah Lindhorst, St. Martin (L) Lord, Little Wolf Meyer, Neenah Neuzil, Shiocton uthals, Lourdes Peterson, St. Martin (L) y Rafath, Clintonville ddel, St. Martin (L) Roland, Little Wolf Rowe, Appleton rgaret Sauer, Meñasha chaefer, Kaukauna 11, Little Chutë cehr, Mt. Calvary (L) Stuvetraa, Oshkosh Switzer, Little Chute Susteren, Holy Name rtsch, St. Margaret Mary aolf, Kimberly crell, Menasha

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CProblem OrientationTa.form all living things can use forTife:BEHAVIORAL OBJECTIVESCognitive:Students willtrace sun energy at itI. Student-Centered in classtrace sun energy at itI. Students prepare materiamake use of by livingorganisms, use bulletinoboard display Produced,I. Is there any human obed and Wasted Energy.A.ffective: Student willdid green plants to survivalI. Is there any human obevelopment materialisticbarletion display ofenergy materials.Stills to be LearnedPanel discussion by studentI. Solar cells - Develoleaders or volunteers.Solar power plants.teaders or volunteers.Solar power develhow other forms ofenergy will be affe	C <u>1. Energy from the sun, the bas</u> O N source of all energy is conver	
	C <u>through plant photosynthesis in</u> <u>P</u> <u>T a form all living things can use <u>life</u>. <u>BEHAVIORAL OBJECTIVES</u> <u>Cognitive</u>: Students will trace sum energy at it reaches earth, how stored, make use of by living organisms, use bulletin board display Produced, <u>Used and Vasted Energy.</u> <u>Affective</u>: Student will of man and everyday activities. <u>Skills to be Learned</u> <u>Development materialistic</u> and functional display of energy materials. Panel discussion by student leaders or volunteers.</u>	 Problem Orientation <u>se for</u> <u>SUGGESTED LEARN</u> I. Student-Centered in class activity A. Students prepare materia in sequence as to sum energy to electric light bulb. I. Is there any human of business activity that does not need sum energy? Why we need green plants to make sum energy useful? What is happening to earth's green plant B. Panel discussion on how business could use sum energy directly. Solar cells - Develo ment. Solar power plants. As solar power devel how other forms of

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OID the sun, the basicDiscipline AreaBusiness Education1 énergy is convertedSubjectGeneral Business2 énergy is convertedSubjectSource and Use of5 photosynthesis intoProblem OrientationElectrical Power

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 Solar cells - Develop- ment. Solar power plants. As solar power developed, how other forms of energy will be affected.

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Resource and Reference Materials	Continued and	Additional	Suggested	Lea ria
Publications:				
Place In the Sun and Living World,		•		
Darling, Lois & Louis, Morrow,				row
1968, \$3.95 - (5745). Check Reader's Guide for Problems	•		-	• • • • • • • • • • • • • • • • • • •
of International Sources - Energy				Ene
and Transportation:		-		-
Wall Street Journal	-			4. 1
Business Veek		•		-
U.S. News & World Report		-		
Fortune Magazine				-
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Audio-Visual:				
Sun's Energy (BAVI) #6949				-
Petroleum Associations films and				s ar
filmstrips (Madison, WI)			•	-
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Conmunity:				
Local repres stative of Power		,		• er
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	list 3 industrial pro- ducts that could be		examples of air or	
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	Affective: Stidents	consis	ts of plants as f	200 - CII
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	 Student-Centered in class activity A. What examples of air or water pollution could upset our ecosystem which consists of plants as food energy producers, animals as energy consumers and decay organisms recycling organic matter for plant use. B. Lead students in discussion of industries effect on our ecosystem. I. Supplementary - How certain products could be harmful to our deli- cate balance of nature- uninvited additions. C. Study economic vs social environmental costs of agri-business use of land and soft pesticides. D. Introduce concept of regu- latory agencies, enforcing environmental control regulations: I. FDA 2. Dept. of Agri. 	 H. Outside Resource and Community Activities A. Use library to gather information for news- papers - articles that give account of local/ regional air, water, noise pollution that has an effect on our ecosystem: B. Invite a representative from FDA (USDA) to talk

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 I. (cont.) a. Develop sta 1. Effect of 2. Effect of and cons E. Introduce add foods as opported front page.
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Reference Materials	Continued and Additional Suggested Learning Experiences
periences, ng Co. the study lation, Chicago Press. Pesticides. articles on	 I. (cont.) a. Develop statements: Effect of DDT on cows' milk. Effect of mercury contamination in fish and consumers. E. Introduce additions that man knowingly uses in foods as opposed to uninvited additives shown on front page.
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Project	environment.	L.] [Industry and gover ment. (Write a one	in-
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5-2	Use of outline note taking. Comparison and analysis of	into	priority groups.	. 1
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<u>}.</u>	Resource and Reference Materials	Continued and Addition
	<u>Publications:</u> <u>General Business</u> , <u>Southwestern Publishing Co.</u> <u>Populations</u> , U. of C., <u>Berkeley (110 Co)</u> I-C-E Resource Center	I. (cont.) population doubles (Use classroom as a
·	Audio-Visual: S.imulation games from I-C-E Resource Center Man and His Environment Spaceship Game (Coca-Cola Co.)	
	<u>Community:</u> Speakers - Local Areas Industry Business Medical	
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C <u>4. An adequate supply of</u> C N <u>water is essential to lif</u> C E P T		<u>neral Busines</u>
BEHAVIORAL OBJECTIVES Cognitive: The students will be able to do research and give a written or oral report on their findings on water pollution in relationship to local business and agriculture production. Affective: Individuals should have an awareness of the problems of business, farming and society as a whole to good clean waters. Skills to be Learned Researching Listening Discussion Reporting Summarizing - Condensing	SUGCESTED LEARNT I. Student-Centered in class activity A. Students discuss the idea: "Business must provide some type of water pollu- tion abatement." I. The idea of Costs vs <u>Pollution</u> should be presented to class. B. Class to view films: I. The Stream. 2. The Gifts. C. Prepare question sheet concerning the films. D. Students to research/prepar a paper showing the types and reasons for water pollution in the local area E. Class divided into groups to alternate playing "Dirty Water" game.	II. Outside Community A. Field sewage B. Secure water abaten C. Interv local federa proble encoun these 1. Vha doi pol 2. Wha

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"Business must provide	
some type of water pollu-	sewage plant. B. Secure a speaker on
tion abatement."	water pollution or
1. The idea of Costs vs	abatement problem.
Pollution should be	C. Interview management of
presented to class.	local firms for future
B. Class to view films:	federal stand aids and
1. The Stream.	problems which will be
2. The Gifts.	encountered in meeting
C. Prepare question sheet	these requirements:
concerning the films.	1. What is your company
D. Students to research/prepare	doing to diminish
a paper showing the types	pollution?
and reasons for water	2. What are government
pollution in the local area.	standards?
E. Class divided into groups to	o] 3. Who pays the cost?
alternate playing "Dirty	4. Time is of essence.
Water" game.	5. Plan of approach in
	starting action.
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Resource and Reference Materials	Continued and Additional Suggested	Mat
Publications:		~
Mater Fit to Use, Carlson & Day,		:òn
1966.		-
Mater Pollution, G. Berg,		ġ,
Scientist's Institute	ب	-
EPA guidélines		. . -
DNR publications, <u>Wis. Cons.</u> Bulletin	· · · · · · · · · · · · · · · · · · ·	Con
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The Stream - I-C-E RMC		
Dirty Water - I-C-E RMC		÷ .
A simulation same which		ch
provides the complexities of		tie
keeping local bodies of water	•	of
in a normal state of ecological		eco
balance.		
	•	
Community:		· ·
City Engineer - Local water dept.		ate
Local sewage		ewa
treatment plant		ent
DNR		
UWGB		
Fish factory personnel		
Cheese plants		•
Paper/pulp mills		
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Macerials	Continued	and Additional	Suggested	Learning	Experiences
òn & Day,			• e • •		•
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Cons.		•			
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rip NEA				Ł	
ch ·					
ch cies of of water ecological					
ater dept. wage ent plant					
		·			

C <u>5. An adequate supply of clean</u> O N <u>air is essential for life.</u> C	Subject <u>Géneral B</u>	Ly _fc
C P T BEHAVIORAL CBJECTIVES Cognitive: Students will be able to identify area or regional industries having severe problems with air pollution. Student will be able to list 5 things he can do to combat air pollution. Affective: Student becomes aware of local air pollution problems. Skills to be Léarned Discussion techniques Observation of plants Research methods Secretarial recording of material Construction (typing) of report - typing is preferred for students of typing.	Problem Orientation <u>Air Pol</u> <u>SUGCESTED LEARNING EXPE</u> I. Student-Centered in class II. activity A. Identify area industries having severe problems of air pollution. 1. Pulp and paper 2. Power plants 3. Foundries B. Teacher could put the following material on blackboard or trans- parency as major contributors to air pollution. 1. Automobiles 60% 2. Ind. Plants 16% 3. Power Plants 13% 4. Heating 7% 5. Incinerators C. What measures are used by agencies to combat air pollution. 1. Attorney General who uses public nuisance laws against industries. 2. Bureau of solid wastes - open burning in dumps. 3. Newly passed federal	ES illi rea s to do on its

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ly of clean	Discipline Area	Business Education	
for life.	Subject	General Business	·
	Problem Orientat	ion Air Pollution	Grade <u>9-12</u>

€S	SUGGESTED LEARNING EXPERIENCES
US ill rea s to do on. l s.	 I. Student-Centered in class activity A. Identify area industries having severe problems of air pollution. I. Pulp and paper 2. Power plants 3. Foundries B. Teacher could put the following material on blackboard or trans- parency as major contributors to air pollution. I. Automobiles 60% I. Automobiles 60% Ind. Plants 16% Power Plants 13% Heating 7% Incinerators I. Student observation of industries that contribute to air pollution in locality. From this observation, students would report orally, in class about what they observed. A class reporter could record and pass out summary sheats in one of the next class sessions.
125	 air pollution. 1. Attorney General who uses public nuisance laws against industries. 2. Bureau of solid wastes - open burning in dumps. 3. Newly passed federal legislation aims (con)

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Resource and Reference Materials	Continued and Additional Su
Publications:	I. (cont.)
hir Pollution Activities &	to severely limit
Disasters	by 1976.
Vanishing Air, Ralph Nader	D. What can you as an in
Study Group, Grossman Fub., 1970.	pollution?
Fresh Air, (See Geo. Howlett	1. Use car only when
Library).	2. Don't burn leaves
Survival Hand Book, Doug,	3. Keep car well tund
LaFollette Pub., 1971.	4. Stop smoking.
Wis. Cons. Bulletin & Federal	5. Give up gas-powere
Standards, (Mis. Senators)	6. Use less products
Washington D.C.	burn coal to produ
	7. Minimum horse powe
· · · · · · · · · · · · · · · · · · ·	3. Shut off car engin
<u>Audio-Visual</u> :	a. Vaiting for tra
Film:	b. Deliveries bein
With Each Breath	E. Student learns use of
Health Ed. Service	working.
Box 7233 - Albany, N.Y.	a. How to maintain go
<u>Air Pollution - Take a Deep</u>	b. Cost of air condit
Breath	
National Medical Aides-	
Visual Center	
Chamblee, Ga. 30005	
	-
Community:	· · · ·
Local pollution inspector	
Speakers from:	
Paper mills	•
Foundries	2
Power plants	
	i T

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ence Materials	Continued and Additional Suggested Learning Experiences
vities &	I. (cont.) to severely limit automobile exhaust emission by 1976.
iph Nader sman Pub., 1970. eo. Howlett k, Doug, 1971. in & Federal Senators) ce y, N.Y. ake a Deep	 D. What can you as an individual do to combat air pollution? 1. Use car only when necessary. 2. Don't burn leaves or trash. 3. Keep car well tuned. 4. Stop smoking. 5. Give up gas-powered lawn mower, snowmobiles. 6. Use less products that require factories to burn coal to produce products. 7. Minimum horse power for auto. 8. Shut off car engine when long stops made. a. Waiting for train at crossing. b. Deliveries being made. E. Student learns use of proper air in office for working. a. How to maintain good air level. b. Cost of air conditioning in modern office.
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	C <u>6. Natural resources are no</u> O <u>distributed over the earth</u> C <u>time and greatly affect th</u> P T <u>conditions and quality of</u>	n or over ne geographic	Discipline Area _ Šubject Froblem Orientati	Busir Gener Nati on vs I ect
	BEHAVIORAL OBJECTIVES		SUGGESTED LEARN	ING EXI
ESEA Title III - 59-70-0135-2 Project I-C-3	Cognitive: Student will be able to identify and list 5 local businesses and the natural resources that they use. Affective: The student will become aware of the feelings business and industry have toward curtailing the use of natural resources.	activity A. Researce natural student and how origina is four B. List th resource in the communi 1. Orga stude a gr 2. Divi busi cluss simi on C C. Collect classre library 1. Each leas libr 2. Orga D. Get the groups	centered in class ch each of the resources so the s will know where a each resource ated and where it nd. ne various natural ces round and used businesses of the ty. anize into small dy groups (3-4 in coup). ide the local inesses into sters that may be ilar or dependent others. t materials from com library/school	II. bo st the will lin ave se

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are not equally	Discipline Area _	Business Education		
earth or over	Subject	Genèral Business		
ect the geographic	Problem Orientatio	Natural Resources		

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5	SUGGESTED LEARNIN	G EXPERIENCES
be	I. Student-Centered in class	II. Outside Resource and
SE	activity	Community Activities
the	A. Réséarch each of the	A. Visit local industry
	natural resources so the	to find out what
}	students will know where	they are doing to
	and how each resource	conserve the natural
nill	originated and where it	resources that they
lings	is found.	use.
ve.	B. List the various natural	B. Have community
se	resources found and used	leaders in government
	in the businesses of the	and industry speak
	community.	to class.
	1. Organize into small	1. Give views on the
}	study groups (3-4 in	effect natural
	a group).	resources have
	2. Divide the local	had on the area
•	businesses into	and in particular
	clusters that may be	on the community.
	similar or dependent	
	on others.	
	C. Collect materials from	
	classroom library/school	
	library.	
	1. Each student spend at	
	least 1 period in the	
	library.	
	2. Organize data.	
	D. Get the reactions from all	
ł	groups in a classroom	
EDIC	discussion on what (cont.)	
EKIC		

Resource and Reference Materials	Continued and Additional Sugges	ria
Publications: <u>General Business</u> - Southwestern Publishing Co. <u>National Wildlife Federation</u> , 1971 <u>EO Index, I-C-E RMC</u> 100 Bu <u>Daydreams and Nightmares</u> , I-C-E RMC	 I. (cont.) they think the role of bu in regard to our natural Z. Identify resources as to renewable. Also include resources to any business report. 	₽ <u></u> 19 25,
<u>Audio-Visual:</u> <u>Our Part in Conservation,</u> <u>HeGraw Hill</u> <u>Our Vanishing Lard,</u> <u>MeGraw Hill</u> Simulation game - <u>Ecology; The</u> <u>Game of Man and Nature, I-C-E RMC</u>		<u></u>
<u>Community:</u> Local organizations and clubs State Dept. of Natural Resources Local business/government personnel Electrical utility Natural gas company Oil company Coal company	0	es Sonr

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ials	Continued an	d Additional	Suggested	Learning	Experiences
n	I. (cont.) they t	hink the rol ard to our n	e of busine	ss and in	dustry is.
971	in reg 3. Identi	ard to our n fy resources	atural reso as to rene	wable and	non-
	renewa	ble. Also i ces to any b	nclude the	importanc	e of the
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NC P T Cogg IIS Cogg IIS tra and com Aff bec his chai Ski Dis Beg Beg	7. Factors such as facil transportation, economic population growth, and i leisure time have a great changes in land use and BEHAVIORAL OBJECTIVES mitive: Students will t orally the types of instortation industry, population in munity at its founding. ective: Students will ome aware of local torical changes and sible reasons for such nges. 11s to be Learned rary work cussion anization inning land use analysis inning land use planning	conditions, ncreased t influence on centers of popu- I. Student- activity A. Divide Each of a show the for about 1. Why 2. Why 3. What ori 4. What tion and tim 5. How B. Have g change C. Discus to cha D. Play s land u S. Write	SUGGESTED LEAN -Centered in class e class by committee committee will prese ct report on one of ollowing topics the community. y it was started? y this location? at businesses ignally started her at were the transport on economic condition on economic condition on economic condition on economic condition of population at that he? y was the land used? group discussion on es in land use. stax base in regar- inge.	tin In RAL St Lio at St re ch eas be tk on Lan
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ors such as facili	tating Discipline Area Bus	iness Education
ctation, economic	conditions, Subject Gen	eral Business
ion growth, and in	creased Problem Orientation <u>G</u>	conomic rowth & Change Grade9-12
tipe have a great	influence on enters of population density.	
RAL OBJECTIVES	SUGGESTED LEARNING	EVDEDTENCES
Students will	I. Student-Centered in class	II. Outside Resource and
y the types of	activity	
	A. Divide class by committees.	Community Activities
tion industry,	Each committee will present	A. Resource person on
at its founding.	a short report on one of	zoning and future land use.
at its ibunding.	the following topics	
Students will	about the community.	B. Use library for research.
re of local	1. Why it was started?	C. Current articles
changes and	2. Why this location?	from newspaper on
easons for such	3. What businesses	zoning and land use.
cabond for bach	originally started here?	D. Local body of
	4. What were the transporta-	government agency
be Learned	tion economic conditions,	on zoning laws and
rk	and population at that	planning of frture
	time?	land still not
on	5. How was the land used?	developed for
land use analysis	B. Have group discussion on	business and industry
and use planning	changes in land use.	E. Sanitary land fill
rand use promiting	C. Discuss tax base in regard	questions: Where
	to change.	should it be located?
	D. Play simulation game on	How does it work?
1	land use.	What better ways are
	2. Write a paper on movement	there to save the
	to the suburbs.	land?
	to the suburbs.	F. Tour some of the
		recreational sites.
	•	
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Resource and Reference Materials Fublications:	Continued and Additional	nce
VF Environmental Science Center, Give Earth a Chance series		nĉe Seri
I-C-E RMC VF Scientists Institute for Public Information, I-C-E RMC VF <u>A Handbook for Environmental</u> <u>Action</u> , I-C-E RMC		e f -C- .ron
C.O.G. Information & Regional Comm. of Upper Fcx Wolf System	•	eg i lf
<u>Audio-Visual:</u> <u>Man at Bay</u> , I-C-E RMC BAVI catalog		
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Community: Chamber of Commerce Local college/university environmental instructor DNR representative		ty tor
Planning/Zoning commission Wis. Dept. of local affairs and development		sion Sai:
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e Materials	Continued	and	Additional	Suggested	Learning	Experiences	
e Center,				_	-		
é Center, éries,							
e for							•
C-E RMC							
onmental							
gional f System							
t System.							
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airs							
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	C O N C E P T	8. Cultural, economic, and political factors d status of man's values attitudes toward his en BEHAVIORAL OBJECTIVES	and Problem Orientatio	<u>General Bu</u> Measuren de n <u>Economic</u> env
III - 59-70-0135-2 Project I-C-3	st cu Na % ye an <u>Af</u> be di qu an me na <u>St</u> P	<u>gnitive</u> : Student will ate in writing, the mrent level of Gross tional Product, the of growth in the last ar and the definition of purpose of GNP. <u>fective</u> : Student will come aware of the fference between alitative measurement of quantitative measure- ent in determing ational wealth. <u>cills to be Learned</u> ceparing charts and graphs omposing and relating	 Student-Centered in class activity A. Students prepare charts showing GNP over the past 40 years. Charts should define GNP. Charts should plot GNP over time. B. Students write an essay (2 page maximum) relating resources to GNP. List natural resources used up. Capital needs to provide goods and services. Human resources needed. Discuss American focus on GNP as a measure of national 	II. Outs Commu A. Us re B. Pa c 1 c 1 2 3 C. S p d e- d 1 (b h
ESEA Title I	P: G:	facts to concepts roblem solving roup discussion	 health when it is an advantage of "free goods" (water, air). Material value system vs Human value system D. Write letters to U.S. Senators concerning current legislation cn environment. 	

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, social,	Discipline Area	Business Education
determine	Subject .	General Business Measurement of
and	Problem Orientat	ion Economic Growth Grade9-12

environment.

SUGGESTED LEARN	ING EXPERIENCES
 I. Student-Centered in class activity A. Students prepare charts showing GNP over the past 40 years. I. Charts should define GNP. Charts should plot GNP over time. B. Students write an essay (2 page maximum) relating resources to GNP. I. List natural resources used up. Capital needs to provide goods and services. Human resources needed. C. Discuss American focus on GNP as a measure of national health when it is an advantage of "free goods" (water, air). Material value system D. Write letters to U.S. Senators concerning current legislation cn environment.	<pre>II. Outside Resource and Community Activities A. Use library for research. B. Panel discussion for class on quality of life in local community. 1. Doctor 2. Politician (local) 3. Businessman C. Students could role play a panel discussion on the quality of life in local community. (How to develop, but maintain a healthy environment.)</pre>

Resource and Reference.	Materials	Continued	and	Additional	Su	eren
Publications: Bureau of Census Report U.S. News and World Repo Wall Street Journal Business Week	ort				1.11.1.	lepo d R 1
Fortune		-				
<u>Audio-Visual:</u> Simulation game - <u>Ecolog</u>	<u>v</u> ,					<u>02E</u>
I-C-E RMC Later - Perhaps, I-C-E R The Environmental Crisis I-C-E RMC	MC .,	•				-C- Cri
Community: Land developer						
		-				

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rence Materials	Continued	and	Additional	Suggested	Learning	Experiences
leport d Report 1						
		,				
Ecology,						
-C-E RMC Crisis,						
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C 9. Man has the ability O manipulate, and change C environmert. P T		usine enera Cor of 1
BEHAVIO 1 OBJECTIVES COEnitive: inrough varied types of discussion and writings, students will show how man changes his surroundings. Affective: Students will acknowledge the many problems in disposing of solid waste. Skills to be Learned Research projects Group particijation	SUGGESTED LEARNING 1. Student-Centered in class activity A. Student teacher discussion: 1. Resources from soil a. Production of food How has this changed the land? b. Highways How did the materials used change environ- ment? c. How have minerals extracted changed the environment? 2. Water changes a. What changes have taken place in water conditions? b. Status of solid waste in relation to water? c. How solids are treated today. B. Write a summary on the questions and discussion.	EXPE II. C

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change	his	Subject		Business	
	·	Problem Orientation		uest turé	Grade9-12
- -					
TIVES		SUGGESTED LEARNI	NG EXPER	IENCES	
aried	I. Stude	ent-Centered in class	II. 0	utside Res	source and
and	activ	ity		mmunity Ad	
i11	A. Stu	udent teacher discussion:			treatment
his	1.	Resources from soil		plants	
-		a. Production of food			locál plant
		How has this changed			re solids
wi11		the land?		dispos	sed of?
		b. Highways	1	3. Person	nnel of
g of		How did the materials		plant	to explain
		used change environ-			lant's
-1		ment?		operat	tion to class
		c. How have minerals	В.	Solid was	ste disposal
		extracted changed		- no reus	
		the environment?	l		ng of burn-
	2.	Water changes			materials
		a. What changes have			face dumps
		taken place in	1		urning
		water conditions?		3. Opera	
		b. Status of solid			ary land
		waste in relation	1	fills	
		to water?	C.	Solid wa	ste -
•		c. How solids are		usable	
		treated today.			ling, paper,
		ite a summary on the			, cans &
	qu	estions and discussion.			products
					ocal civic
			1		r to explain
	1		1	recyc	ling program.
			1	3. Visit	a recycling
0				plant	(cont.)
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Discipline Area <u>Business Education</u>

bility to manage,

Resource and Reference Materials	Continued and Additional Suggested	ls
Publications: Reference books, magazines & newspapers about products made and waste produced DNR bulletins and articles I-C-E RMC	II. (cont.) D. Industrial plants	<u>a</u>
Audio-Visual: <u>The Gifts</u> , I-C-E KMC <u>Garbage</u> , I-C-E RMC	- · · ·	• • • • • •
<u>Community:</u> DNR personnel County land planner Business leader:		

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1 1 5	Continued and Additional Suggested Learning Experiences
- 1	II. (cont.)
ā	D. Industrial plants
-	2 How does waste affect a firm's profit?
	 What is being done with the waste? How does waste affect a firm's profit? What are some ways of reducing wastes?
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	f C <u>10. Short-term economic g</u> O <u>produce lcng-term environs</u> C <u>losses.</u> P T	·	Discipline Area Subject Problem Orientati	Génér Bu Ion Ors	:m •te
ESEA Title III - 59-70-0135-2 Project I-C-E	<u>BEHAVIORAL OBJECTIVES</u> <u>Cognitive</u> : Students will list and describe in- plant practices which can be harmful to the employees and the corrective action that cculd take place. <u>Affective</u> : Student will understand that industry can control its pollution within the plant for the welfare of its employees and still maintain a <u>fair profit</u> . <u>Skills to be learned</u> Discussion Participation Analysis of classroom participation Making judgments Letter writing	 activity A. Have stu some indi- have put ahead of its empl B. What pro produced that cou long-ter losses? C. Lead dis Are thes discusse products benefici a whole? D. How harm practice some ind 1. Steel dioxi 2. Agric pesti 3. Paint - ben 4. Texti breat 	ducts have been in mass quantity ld possibly cause m environmental cussions on: e previously d industries and more harmful or al to society as ful are in-plant s to employees for ustries? workers - sulfur de poisoning ultural workers -	II.	sjf his his his his his his his his his his

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Discipline Area <u>Business Education</u>

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 Subject	GG		Business	
 Problem	Orientation	Busir Organi		Grade9-12

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JECTIVES	SUGGESTED LEAR	NING EXPERIENCES
nts will	I. Student-Centered in class	II. Outside Resource and
: in-	activity	Community Activities
wh ich	A. Have students indicate	A. Speaker from DNR on
o the	some industries which	use of wooden area
e corrective	have put short-term gains	for a development
i take	ahead of the welfare of	project.
	its employees.	1 5
	B. What products have been	
at will	produced in mass quantity	
ndustry	that could possibly cause	
ollution	long-term environmental	
for the	losses?	
nployees	C. Lead discussions on:	
in a	Are these previously	
	discussed industries and	
	products more harmful or	
rned	beneficial to society as	
	a whole?	
	D. How harmful are in-plant	
room	practices to employees for	
	some industries?	
	1. Steel workers - sulfur	-
	dioxide poisoning	
	2. Agricultural workers -	
	pesticides	
	3. Painters, dry cleaners	
	- benzine odors	<i>м</i>
	4. Textile workers -	
	breathing lint	
	particles * (coft.)	

Resource and Reference Materials	Continued and Additional Suggester
Publications: <u>Wisconsin Survival Handbook</u> , I-C-E RMC <u>The User's Guide to Protection</u> <u>of the Environment</u> , Paul Swantek, 1970	 I. (cont.) 5. Miners - black lung dise 6. Migrant workers - the second includes their poor physes E. Students could write to the key committee at the state F. The class should decide on be worded and what proposal
<u>Audio-Visual:</u> Film: <u>Bulldozed America</u> Carousel Films, Inc. 15J1 Broadway New York, N.Y. 10035	
<u>Community:</u> Representative from DNR Representative from local industry	



:ials	Continued and Additional Suggested Learning Experiences
<u>in</u> intek,	 (cont.) 5. Miners - black lung disease 6. Migrant workers - the social environment includes their poor physical environment E. Students could write to the chairman of some key committee at the state and federal level. F. The class should decide on how the letter should be worded and what proposals should be made.
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	C <u>11. Indivicual acts, dupl</u> O <u>compounded, produce signi</u> C <u>environmental alterations</u> P T	ificant Subject <u>Ge</u>	eneral Bu pro Depletio Resour 1 a
İ	<u>Cognitive</u> : Student will choose an economic	I. Student-Centered in class activity	II. Out ent Comm mic
₹-0-1	resource and explain, through his choice of media, how individual	A. Group discussion 1. Status of available natural resources	A. V pla c ice a vid
ect	this resource.	a. Natural 1. Surface land 2. Vithin land	B. Feli s l
Proj	Affective: Student will become aware of the fact	3. Water areas 4. Air	ent th C. Cesou
5-2	that natural resources are limited and must be widely used.	2. Human resources 3. Capital B. How can natural resources	C. Cessou per mu
59-70-0135	<u>Skills to be Learned</u> Report preparing Graphs Speech presentation	be consumed? 1. Recycling 2. Conservation 3. Basic need for product C. Students to prepare report	D. S Vearn t ng c s itic
ESEA Title III -	Analyzing data Organizing data Researching	on natural resources. 1. They can choose their own type of media (oral, written, film- strip). a. Gather materials b. Organize data *Note: Discussion format 1. Each discussion should have a clearly stated and developed gcal. (cont.)	D

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al acts, duplicated or	Discipline Area	Business Educatio	<u>n</u>
produce significant	Subject	General Business	·
l alterations over time.	Problem Orientat	Depletion of ion <u>Resources</u>	_Grade_9-12_

BJECTIVES ent will mic plain, ice of vidual eliminating ent will the fact sources must be arned g tion	I. Student-Centered in class activity A. Group discussion 1. Status of available natural resources a. Natural 1. Surface land 2. Within land 3. Water areas 4. Air 2. Human resources 3. Capital B. How can natural resources be consumed? 1. Recycling 2. Conservation 3. Basic need for product C. Students to prepare report on natural resources. 1. They can choose their own type of media (oral, written, film- strip). a. Gather materials b. Organize data *Note: Discussion format 1. Each discussion should have a clearly stated and developed gcal.	<pre>MG EXPERIENCES II. Outside Resource and Community Activities A. Visit recycling companies for metal and glass. B. Paper usage on large scale. 1. Have a visitation to a paper company for reusable paper C. Get local groups to promote conservation. 1. Does recycling pay D. Short research on what other parts of the country are doing on environmental study. 1. Use library D. Field trips 1. Green Bay Packagin 2. Fort Howard Paper 3. V.S. Paper 4. Bergstron Paper 5. Neensh Foundry 6. Kothe Foundry</pre>

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Resource and Reference Materials	Continued and Additional Suggested Learn	LS
<u>Fublications:</u> Community Ecological Organization, P.O. Box 844, Ostkosh, Wi. 54901	I. (cont.) 2. Provide time for adequate summary the discussion.	ōn, 01
<u>Audio-Visual:</u> Urban Sprawl #1487 BAVI		
Seeds of Destruction, Color, #3327, BAVI Expanding City, #3849, BAVI Conservation of Netural Resources, BAVI		<u>.s</u> ,
Community: Speakers: Paper producing companies UNGB instructors CMSA 9 - George Howlett	·	



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rdship and should	Subject <u>General Business</u>	
r violate the	Problem Orientation Land use Plan	ning_Grade9-12

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f others.

VES	SUCCESTED LEADN	ING EXPERIENCES
11+	I. Student-Centered in class	II. Outside Resource and
	activity	Community Activities
1	A. Divide students into small	A. Have a person from
ns.	groups.	local government
1	1. Compile a list of	speak on young laws,
	present land use	city ordinances, and
1	problems of businesses.	licenses that limit
1	2. Predict future land	and regulate
	use problems of	business concerns.
	businesses.	B. Collect newspaper
	B. Have a group discussion	and magazine articles
	of present and future	on restrictions of
	problems.	business use.
1	C. Small groups geographically	1. Have student give
	illustrate conclusions	an extra credit
1	from class display.	report on these articles.
1	D. Discuss questions of	C. For a long range
	private gain vs community	report, students
	service responsibility.	could note in a cliven
Í		area the type of land
		posted for no
i		trespassing. Contact
		owners to see why it
		ic posted, as open
		areas for recreation
		are needed for
		partlation increase.
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FullBast Provident	U Sy tang	

Resource and Reference Materials		_	-	=
Publications:	Continued	and	Additional	Sugges
Community Planning Handbook,				and the second se
				-
Sand County Almanac, Aldo Leonold				1
local library				-
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				-
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Audio-Visual:				
Using Community Resources,				
I-C-J RMC				
All of the People All the Time, #3345 BAVI				
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Community:				
City Planning Commission				
Speakers:				
City manager Representative DNR				
City engineer				
orey engineer				
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C	ontinued	and Add	itional Su	ggested]	Learning	Ixperienc	25		
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	C <u>1. Energy from the sun, th</u> O <u>source of εll energy, is c</u> C <u>through plent photosynthes</u> P <u>form all living things can</u> processes.	onverted is into a	Discipline Area Subject Problem Orientat fe	Typii Pov ion <u>& I</u>
ESEA Title III - 59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES Cognitive: The student will be able to type the material at a 50 wpm rate for 5 minutes with no more than 5 errors. Affective: Students will appreciate the basic source of energy as related to life. Skills to be learned Research Interviewing Typing Proofreading	activit A. Afte repo 1. T a b c 2. P a b 3. So c g a b c c c	interviews, type the	he S S S S S

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y from the sun, the	e basic	Di sci pline Area	Business	Education
f ell energy, is co	onverted	Subject	Typing I a	and II
plant photosynthes:	is into e	Problem Crientat	ion <u>& Distri</u>	onsumption ibutionGrade 9-12
living things can s.	use for life			
AL OBJECTIVES	· · · · · · · · · · · · · · · · · · ·	SUGGESTED LEA	RNTNC FYPER	FNCES
The student will type the material rate for 5 h to more than	activity A. After i reports l. Take a. l	Centered in class Interviews, type t . timings . minute	he II. Cut Comm A. C	ENCES Side Resource and munity Activities Collect data rele- vant to the use of over consumption and distribution.
Students will the basic source s related to	c. 5 d. R 2. Proc			 Industrial Business Chemical producing
e learned	b. A c. R	Sircle each error malyze each error lecord		 Agricultural data A living process
з g	conc grap a. L b. B ff t c. D a d. U	out each key ept of each para- h by underscoring ist each student's oncept on board. reak down and sor or basic ten or welve biscuss each concept it is selected. Se each sentence 2 second interval imings.	8. 1 8. 1 5. 5 5. 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Interview a business- nan and type up a report for use in class and timings. Also may consider an official of the Public Utility Company - electrical power and gas.
ERIC.				

Resource and Reference Materials	Continued	and	Additional	Sugges ted	Lea	et
<u>Publications</u> : Newspapers Magazines 110 Ca <u>Introduction to Environment</u> , I-C-E <u>RMC</u>					-	vi
VF <u>Planning For an Ecological Unit</u> <u>Course</u> , I-C-E RMC						ic
Audio-Visual: #7431 <u>Business Office</u> BAVI Simulation Game, <u>Ecology</u> , I-C-E RMC						I I
<u>Community:</u> Businessman Public Utility Company eg. Public Service						

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terials	Continued and	Additional	Suggested	Learning	Experiences
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ironment,					
cal Unit					
L L-C-E RMC					
L-C-2 RMC					
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I = 59-70-0135-2 Project I-C-E	C 2. All living organisms i M among themselves and thei C environment, forming an i P T unit called an ecosystem. BEHAVIORAL OBJECTIVES Cognitive: Students will identify causes by reading and typing two articles concerning water pollution. Affective: Students will appreciate reasons for maintaining clean water. Skills to be Learned Collection of data Summarizing Handwriting Typing Proofreading	r Subject ntricate Problem Grientatio	<u>Typing I</u> Water Qu n <u>Contro</u> an
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g organ is ms i	nteract	Discipline Area _	Business Education
<u>lves</u> and thei	r	Subject _	Typing I and II
forming an i	ntricate	- Problem Orientati	Water Quality
an ecosystem.			
)BJECTIVES ents will by reading articles c pollution. ents will ons for an water. arned ata	activit A. Coll cove from pape B. Writ arti C. Type from D. Take	nt-Centered in class	and write up a summary. 5. Have science teacher
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Decentration and its f		
Resource and Reference Materials	Continued and Additional	nce
Publications:		0.01
Weekly magazines on pollution to be checked for source material		p ol ate
An Alternative Enture for America		e f
An Alternative Future for America I-C-E RMC		<u> </u>
		Wa
VF <u>A Primer on Waste Water Treatment</u> I-C-E RMC		110
Water Pollution, 1-C-E RMC		• Z
Added follacion, Jourg And		
<u>Audio-Visual:</u>		
City Water Supply #0433 BAVI	•	433
The Gifts, I-C-E IMC		
Teacher may want to check other		che
listings of conservation and		Eti(
environment films from the I-C-E		com
RMC vertical file		
<u>Community</u> :		
Business leader		
Science teacher		

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ce Materials	Continued	and	Additional	Suggested	Toorning	Experiences
ollution to be terial				Jugges Leu	Learning	<u>Lxperiences</u>
e for America						
Water Treatment						
E RMC						
33 BAVI	•					
heck other tion and om the I-C-E						
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C <u>3. Environmental factors</u> O N <u>on the numbers of organis</u> C <u>E</u> within their influence, t P T <u>environment has a carryin</u>	sms living Subject <u>Typ</u> thus, each Problem Orientation ng capacity.	ing I a of Carry Capac uflu
BEHAVIORAL OBJECTIVES Cognitive: Students will list dwindling environ- mental resources and the reasons for their decline. Affective: Students will distinguish what man really needs, what he vants and why. Skills to be Learned Collection of data Sorting Critical analysis Researching Composing	SUGGESTED LEARNIN I. Student-Centered in class activity A. Have a class discussion, analyzing an environmental problem illustrating limited capacity. B. Each student will prepare a research manuscript on the above problem(s). C. After exchanging papers, the students will check for errors and then return papers for revision. D. A group of students will prepare a bulletin board on environmental capacity limits.	II. II. C virc A and dec f s w han he H hed a

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<u>l factors are limiting</u>	Discipline Area <u>Business</u> Education	_
of organisms living	Subject <u>Typing I and II</u> Carrying	_
nfluence, thus, each	Problem Orientation <u>Capacity</u> Grade 9-12	-

a carrying capacity.

Is willI. Student-Centered in classII. Outside Resource and Community Activitiesviron- activityactivityII. Outside Resource and Community Activitiesand the decline.A. Have a class discussion, analyzing an environmental problem illustratingA. Use library to find material needed for research paper or any other place the student feels he can find valuable information.s willB. Each student will prepare a research manuscript on the above problem(s).II. Outside Resource and Community Activities A. Use library to find material needed for research paper or any other place the student feels he can find valuable information.			
 activity activity A. Have a class discussion, analyzing an environmental problem illustrating limited capacity. B. Each student will prepare a research manuscript on the above problem(s). C. After exchanging papers, the students will check for errors and then return papers for revision. D. A group of students will prepare a bulletin board on environmental capacity limits. C. Students can bring clippings fro: local newspape - or magazines to class for a bulletin 			
	viron- and the decline. as will man	 Student-Centered in class activity A. Have a class discussion, analyzing an environmental problem illustrating limited capacity. B. Each student will prepare a research manuscript on the above problem(s). C. After exchanging papers, the students will check for errors and then return papers for revision. D. A group of students will prepare a bulletin board on environmental capacity 	II. Outside Resource and Community Activities A. Use library to find material needed for research paper or any other place the student feels he can find valuable information. B. Students will contact local DNR representative and school science teacher to have them speak to the class. C. Students can bring clippings froa local newspape or magazines to class for a bulletin

Resource and Reference Materials	Continued	and	Additional	Suggested	T	crit
Publications:Local, regional newspapersMagazinesThe Environmental Handbook,I-C-E RMCVF Scientists Institute for PublicInformation; Environmental Costof Electric Power, I-C-E RMC						Pul Co /1C
<u>Audio-Visual:</u> <u>Alone in the Midst of the Land; A</u> <u>Collection of Films about the</u> <u>Destruction of Man's Environment,</u> I-C-E RMC Vertical File Listing Kit: KT 6 <u>Crisis of the Environment</u> I-C-E RMC						and the onm st men
<u>Community:</u> DNR Representative County Soil Agent Real Estate Agent/Broker	Χ.,					

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orials	Continued	and	Additional	Suggested	Learning	Experiences
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	C <u>4. An adequate supply of</u> O <u>water is essential for li</u> C P T	<u>fe.</u> Subject <u>Typ</u> Problem Orientation <u>Pol</u>	<u>ing I a</u>
ωL	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E	
<u>ESEA Title III - 59-70-0135-2 Project I-C-E</u>	<u>Cognitive</u> : The student will be able to name specific areas of water pollution, its causes and ways in which he and his classmates can help stop pollution. <u>Affective</u> : Students will become more aware of the causes of water pollution and ways in which he can help stop pollution. <u>Skills to be Learned</u> Improving typing speed and accuracy Affective thinking	I. Student-Centered in class activity A. Show filmstrip on water pollution. B. Students discuss filmstrip and apply their own experience. 1. Evidence of lakes and river pcllution 2. Possible causes of pollution 3. Steps they can take to help stop pollution 4 Steps they can take to encourage others to help stop pollution C. Take typing timings on material having to do with water pollution.	II. OU Com A. B.

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ly of pure		Discipline Area	Business Education
for life.		Subject	Typing I and II
		Problem Crientatio	n <u>Polluted Water</u> Grade 9-12
S will		dent-Centered in class	ING EXPERIENCES II. Outside Resource and Community Activities
e m, which an 11 he ion an and	A. S p B. S a 1 2 3 4 C. T	<pre>vity how filmstrip on water ollution. *udents discuss filmst nd apply their own xperience Evidence of lakes an river pollution . Possible causes of pollution . Steps they can take help stop pollution . Steps they can take encourage others to help stop pollution Cake typing timings on naterial having to do water pollution.</pre>	A. Obtain articles from local news- papers. B. Students watch for pollution of streams or lakes near their homes, farms, vacation sites, etc. to
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Resource and Reference Materials Continued and Additional Suggested Lear Publications: Timing Material, Madison Business College, 215 V. Washington, Madison, Wi. 53703 National Wildlife, 1971 EQ Index, I-C-2 RMC VF What You Can Do About Water Pollution, I-C-2 RMC VF Clean Vater - It's Up to You, I-C-2 RMC VF Clean Vater - It's Up to You, I-C-2 RMC Mater Pollution #3967 BAVI Water Pollution #7075 BAVI What Are They Doing to Our World? #7251 FAVI Whit: Kit: RV12 Ecology: Water Pollution I-C-2 RMC Simulation Games: Ecology, I-C-E RMC Simulation Games: Ecology, I-C-E RMC Dirty Water, I-C-2 RMC Community:	Resource and Reference Materials	I Continued	and	Additional	Suggested	Laar
College, 215 V. Washington, Madison, Wi. 53703 National Wildlife, 1971 EQ Index, I-C-Z RMC VF What You Can Do About Water Pollution, I-C-Z RMC VF Clean Fater - It's Up to You, I-C-Z RMC Audio-Visual: Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7875 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-Z RMC Filmstrip: Environmental PollutionOur World in Crisis, I-C-Z RMC S.mulation Games: Ecology, I-C-E RMC	Publications: Timing Material Madison Pusiness					
Madison, Wi. 53703 National Wildlife, 1971 EQ Index, I-C-2 RMC VF What You Can Do About Water Pollution, I-C-2 RMC VF Clean Fater - It's Up to You, I-C-2 RMC <u>Audio-Visual:</u> Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7875 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-2 RMC Filastrip: Environmental PollutionOur World in Crisis, I-C-2 RMC S.mulation Games: Ecology, I-C-E RMC	College, 215 V. Washington,					
I-C-2 RMC VF What You Can Do About Water Follution, I-C-2 RMC VF Clean Vater - It's Up to You, I-C-2 RMC Audio-Visual: Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7075 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-2 RMC Filmstrip: Environmental PollutionOur World in Crisis, I-C-2 RMC S.mulation Games: Ecology, I-C-E RMC	Madison, Wi. 53703					
VF What You Can Do About Water Pollution, I-C-2 RMC VF Clean Vater - It's Up to You, I-C-2 RMC Audio-Visual: Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7075 BAVI What Are They Doing to Our Morld? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-2 RMC Filmstrip: Brvironmental PollutionOur <u>Vorld in Crisis, I-C-2 RMC</u> Simulation Games: Ecology, I-C-E RMC						
Pollution, I-C-2 RMC VF Clean Fater - It's Up to You, I-C-2 RMC Audio-Visual: Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7075 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-2 RMC Filmstrip: Environmental PollutionOur World in Crisis, I-C-2 RMC Simulation Games: Ecology, I-C-E RMC						•
I-C-E RMC Audio-Visual: Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7075 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-E RMC Filmstrip: Gnvironmental PollutionOur World in Crisis, I-C-E RMC Sumulation Games: Ecology, I-C-E RMC Dirty Water, I-C-E RMC	Pollution, I-C-E RMC					
Audio-Visual: Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7075 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-E RMC Filmstrip: & Dovironmental PollutionOur <u>Morld in Crisis, I-C-E RMC</u> Simulation Games: Ecology, I-C-E RNC Dirty Water, I-C-E RMC	VF <u>Clean Vater</u> - It's Up to You,					
Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7375 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-E RMC Filmstrip: Snvironmental PollutionOur World in Crisis, I-C-E RMC S.mulation Games: Ecology, I-C-E RMC Dirty Water, I-C-E RMC						
Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7375 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-E RMC Filmstrip: Snvironmental PollutionOur World in Crisis, I-C-E RMC S.mulation Games: Ecology, I-C-E RMC Dirty Water, I-C-E RMC						
Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7375 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-E RMC Filmstrip: Snvironmental PollutionOur World in Crisis, I-C-E RMC S.mulation Games: Ecology, I-C-E RMC Dirty Water, I-C-E RMC						
Films: Lakes - Aging & Follution #3967 BAVI Water Pollution #7375 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-E RMC Filmstrip: Snvironmental PollutionOur World in Crisis, I-C-E RMC S.mulation Games: Ecology, I-C-E RMC Dirty Water, I-C-E RMC						
Lakes - Aging & Follution #3967 BAVI Water Pollution #7875 BAVI Mhat Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-E RMC Filmstrip: Environmental PollutionOur Morld in Crisis, I-C-E RMC S.mulation Games: Ecology, I-C-E RMC Dirty Mater, I-C-E RMC	Audio-Visual:					
#3967 BAVI <u>Water Pollution</u> <u>#7875 BAVI</u> <u>What Are They Doing to Our</u> <u>World?</u> #7251 FAVI Kit: KT12 <u>Ecology: Water Pollution</u> I-C-E RMC Filmstrip: <u>Environmental PollutionOur</u> <u>World in Crisis, I-C-E RMC</u> Simulation Games: <u>Ecology, I-C-E RMC</u> <u>Dirty Water, I-C-E RMC</u>	-					
Water Pollution #7375 BAVI What Are They Doing to Our World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-E RMC Filmstrip: Environmental PollutionOur World in Crisis, I-C-E RMC Simulation Games: Ecology, I-C-E RMC Dirty Water, I-C-E RMC	#3967 BAVI					
What Are They Doing to Our World? #7251 FAVIKit:KI12 Ecology: Water Pollution I-C-E RMCFilmstrip: Environmental PollutionOur Morld in Crisis, I-C-E RMCSimulation Games: Ecology, I-C-E RMCDirty Water, I-C-E RMC	Water Pollution	-				
World? #7251 FAVI Kit: KT12 Ecology: Water Pollution I-C-E RMC Filmstrip: Environmental PollutionOur <u>World in Crisis, I-C-E RMC</u> Simulation Games: Ecology, I-C-E RMC Dirty Water, I-C-E RMC						
Kit: KT12 Ecology: Water Pollution I-C-E RMC Filmstrip: Environmental PollutionOur <u>Norld in Crisis, I-C-E RMC</u> Simulation Games: Ecology, I-C-E RNC Dirty Water, I-C-E RMC	World? #7251 FAVT	*				
I-C-E RMC Filmstrip: <u>Environmental PollutionOur</u> <u>Morld in Crisis, I-C-E RMC</u> Simulation Games: <u>Ecology</u> , I-C-E RMC <u>Dirty Water</u> , I-C-E RMC	Kit:					
Filmstrip: <u>Environmental PollutionOur</u> <u>Morld in Crisis, I-C-E RMC</u> S.mulation Games: <u>Ecology</u> , I-C-E RNC <u>Dirty Water</u> , I-C-E RMC	KT12 Ecology: Water Pollution					·
Environmental PollutionOur <u>Morld in Crisis, I-C-E RMC</u> Simulation Games: <u>Ecology</u> , I-C-E RNC <u>Dirty Mater</u> , I-C-E RMC						1
<u>Morld in Crisis, I-C-E RMC</u> Simulation Games: <u>Ecology</u> , I-C-E RNC <u>Dirty Water</u> , I-C-E RMC						
Ecology, I-C-E RNC Dirty Water, I-C-E RMC	Morld in Crisis, I-C-E RMC					
Dirty Water, I-C-E RMC	•					
Community:						
	Community					
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Continued and Additional Suggested Learning Experiences

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ESEA Title III - 59-70-0135-2 Project I-C-E	P T to releat BEHAVION Cognitive: write to the sentative is district re- for cleaner Affective: become motion thinking of	ASE the energy in AL OBJECTIVES Students will he U.S. repre- in their equesting action c air. Students will ivated into f ways he can air pollution. be learned	I. Student-Ce activity A. Students draft fo type. 1. Proof make corre 2. Prepa typin carbo 3. Type 4. Mail their 5. File B. For one- school t bulletin articles	SUGGESTED LEAR intered in class write letters in orm, long hand or read letters and necessary octions. re typewriter for g and make up on pack. original and carbon the original to representative. the carbon copy. quarter of the term, develop a board on news taken from news- local, state and	ING EXPE II. O Co A. B. C.	

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<u>clean air</u>	Discipline Area	Business Educatio	n
t organisms	Subject	Typing I & II	
h respiration,	Problem Crientat	ion Air Pollution	Grade
their food.			

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SUGGESTED LEARN	ING EXPERIENCES
 Student-Centered in class activity A. Students write letters in draft form, long hand or type. Proofread letters and make necessary corrections. Prepare typewriter for typing and make up carbon pack. Type original and carbon Mail the original to their representative. File the carbon copy. For one-quarter of the school term, develop a bulletin board on news articles taken from news- papers, local, state and national level. 	II. Outside Resource and Community Activities A. Students read several sources of air pollution in the library. B. Write a letter from summary to know what to explain to your representative. C. View types of air pollution locally. D. Report to class on findings of air pollution.

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Resource and Reference Materials	Continued and Additional	er:
Publications:		
Air and Water Pollution, I-C-E RMC	•	-C•
Conserving Our Waters & Cleaning		ear
op the Air, (Teachers Guide &		2 (
Students Manual) T-C-S BMC		C
Air Pollution: Where Are We Going?		e (
	•	
Dirty Air, Environmental Science Center series I-C-E RMC		21 0
Air Pollution, Scientists Institute		Ins
for Public Information I-C-E RMC		- C•
rubite information I-C-E RMC		"U"
	• *	
Audio-Visual:		
KT 6 Crisis of the Environment		ent
I-C-E RHC		3110
Air Pollution BAVI		
DEVI DEVI		
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Community:		
Local planners		
Nicit loopl months to the		
Visit local manufacturing firms		.21
to observe air pollution		
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	C <u>6. Natural resources are no</u> O <u>distributec over the earth</u> C <u>time and greatly affect the</u> P <u>geographic conditions and o</u> <u>BEHAVIORAL OBJECTIVES</u>	or over Subject e Problem Orientatio <u>quality of life.</u> SUGGESTED LEAR	NING EXPER
<u>3SEA Title III - 59-70-0135-2 Project I-C-E</u>	<u>Cognitive:</u> Student will be able to center each line with 99% accuracy, using natural resource terms. <u>Affective:</u> Student will be able to recognize terms related to natural resources and the unequal distribution of natural resources. <u>Skills to be Learned</u> Centering Proofreading Data collection Comparison Typing	 I. Student-Centered in class activity A. Type an exercise of terms relative to natural resources. I. Type 25 lines 2. Each line must be centered horizontally 3. Entire exercise centered in reading position. B. Proofread and make corrections. C. Show film, tracing the production of paper from its origin to finished product of typing paper. D. Discuss recycled typing paper, emphasizing the need to conserve our natural resources. E. Students to type an answer to the following question: I. Can we have progress without destroying the cryircoment? Peasecs. Noto Suggest 1 list of text, or reverse state. 	II. Out Comm A. U c r t B. C t C. C p s

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ot equally	Discipline Area	Business Education
or over	Subject	Typing I & II Distribution of
2		n <u>Natural Resources</u> Grade 9-12

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<u>uality of life.</u>

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Resource and Reference Materials	Continued and Additional Suggeste	20
Publications: <u>The Environmental Crisis</u> , I-C-E RMC <u>Natural Resources for U. S. Growth</u> , Hans H. Lendsberg, John Hopkins Press.	Some suggested terms solar energy pulp forest management aluminum minerals crude oil watershed natural gas zinc anthracite coal ore oxygen class I soil open pit mining strip mining	
Audio-Visual: A list of films or paper production can be obtained from a local paper company	magnesium uranium timber copper	sti ∶ap
Community: Paper samples of different stages Paper mills/converting plant	· .	₽ ∈ S

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als	Continued and Additional Suggested Learning Experiences
E RIIC	Some suggested terms solar energy
owth,	pulp
ns	forest management
	aluminum
	minerals
	crude oil
	watershed
	natural gas
	zinc
	anthracite coal
	ore
	oxygen
	class I soil
	open pit mining
	strip mining
	magnesium
	uranium
tion	timber
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-	C <u>7. Factors such as facili</u>		Discipline Area	
<u>ESEA Title III - 59-70-0135-2 Project I-C-E</u>	C 7. Factors such as facili transportation, economic population growth, and in P T have a great influence on use and certers of popula BEHAVIORAL OBJECTIVES Cognitive: Students will be able to identify areas of greater population density and list the reasons and effects of high population density upon life. Affective: Students will realize an increasing popu- lation growth will effect life and our economic system, whether the student lives in an area of high population or not. Skills to be Learned Column Heading Centering Tabulation Wargin setting Composing letters Dictionary work	conditions, creased time changes in la tion density. I. Student- activity A. Studen be typ with 1 the fa to be effect lation time, B. Studen and ty consis U.S. a and ra C. Compos Board reques any ne pendin in the	Subject Problem Orientation and <u>SUGGESTED LEA</u> Centered in class ats discuss table to bed as to regions arger population, actors causing area high in population of increased population of increased population growth upon leisu land use and noise ats set up properly pe tabulation ting of the larges reas, population	Typ nom Lon and ACC DOP DOP DOP DOP DOP DOP DOP DOP
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and inc	reased time	Problem Orientat	ion _	ມະກອງ	ity ·	_Grade_ <u>7-12</u>
ace on	<u>changes in</u> la	bai				
populat	ion density.				- Divola	فالمراهدة ومرسادتي متسخدي
ES I		SUGGESTED LE	ARNIN	<u>G EXPER</u>	TENCES	and and
11	I. Student-	Centered in class	;	II. Ou	tside Ke	source and
eas	activity		1	Com	munity l	ctivities
	A. Studer	nts discuss table	to	Α.	Student	will check
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.,	the fa	actors causing are	as		for info	ormation
у	to ba	high in population	on, I		about:	
	offeet	t of increased pop	ou-		1. Grow	th of leisure
1 1		n growth upon leis	sure		time	facilities
11		land use and nois	se.		in tl	he past ten
popu-		nts set up proper			year	
ect	B. Studen	nts set up proper			2. Park	usage
. .	and t	ype tabulation	sét		3. Nois	e pollution
udent	consi	sting of the larg	co c		(Studen	ts will
gh	U.S.	areas, population			arrance	data in
	and r	ank.	A -		nroner	order for
	C. Compo	se letters to Sta	Le		tuning	tabulation.
,	Board	of Transportatio	n		Cyping	s contact
	reque	sting information	on	В.	Student	officiale
	anv n	ew approach about		ļ	county	officials
	nendi	ng road construct	ion	{	to comp	are over-all
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Resource and Reference Materials	Continued a	and	Additionel	Suggested
Publications:				
Vorld Almanac				
1970 census report				
National Wildlife Federation, 1971				
EO Index, p. 9, I-C-3 RMC				
EO Index, p. 9, I-C-E RMC The Traffic Jam, I-C-E RMC				
The City as a Community, I-C-E RMC				
<u>Audio-Visual:</u>				
Spaceship Without a Skipper,				
L-C-E RMC				
Kit:	1			
KT 6 Crisis of the Environment,				
I-C-I RIAC				
Filmstrip:				
Biology - The Ecological Crisis				
Population Trends, I-C-E 2MC				
ropulation frends, 1-6-3 ame				
Community:				
Chamber of Commerce				
City Manager				
Local doctor				
Local park manager				
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	Continued and	Additional Sug	gested Learnin	ng Experiences	3	
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C <u>8. Cultural, economic,</u> O <u>political factors deter</u> C <u>e of man's values and att</u> P <u>toward his environment.</u> <u>BEHAVIORAL OBJECTIVES</u> <u>Cognitive: Student will</u> be able to type an exercise using terms related to values.	<u>status</u> Subject <u>situdes</u> Problem Orientat <u>SUGGESTED LEA</u> I. Student-Centered in class activity A. Type an exercise in problem form of terms related to values.
be able to type an	A. Type an exercise in problem form of terms

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er	mine status	Subject	Тур	ing I & II Land Use	·····
at <u>t</u> t	ides	Problem Orient	ation _		Grade9-12
<u>it.</u>					
EA		SUGGESTED L	EARNING		
th rea ss, nte his his ng of ylo	activity A. Type an a problem a related a 1. Twenty 2. Three 3. Ten sp colum 4. Vertic B. Proofread 1. Circle 2. Analys C. Show fils 1. Discus ten ba can ha waste with 2. Have maste Note: Som	form of terms to values. y lines in length columns baces between hs cal centering d e errors ze n on landfill ar ss with the clas asic ways studen elp eliminate th values. students type a r carbon. me suggested ter recyclin quality ship life-sty	ec. s, ts is is <u>ms</u> of life	Commun A. Tak lan B. Cbt lan C. Con pin lan l. C. Get via agr con and	de Resource and hity Activities te a trip to a hdfill area. tain film on hdfill areas. hstruct a map, h point various hdfill areas. Bring advantages and disadvantages. t diversified tw points from ticulture and hmercial people h write a report.
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Resource and Reference Materials	Continued and	Additional	Suggested	Lear	119
Publications: Pamphlets & booklets from Wis. Dept. of Natural Resources Free booklets from U.S. Dept. of Agriculture				_	
Audio-Visual: Land Betrayed, #6878 BAVI Land, #5529-5530 BAVI			-		
Community: Learn names of development companies and invite speakers to class to explain why a section of land is being used for a special project.					- OI
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C 9. Man has the ability to m O <u>manipulate</u> , and change his C <u>environment</u> . P T	Subject <u>Typar</u> Problem Orientation
BEHAVIORAL OBJECTIVES Cognitive: Student makes an outline on hov man can manipulate the environment. Affective: Students are motivated to thinking about their environment at present and the course to pursue for future preservation. Skills to be learned Prepare outline Typing Recall facts	SUGGESTED LEARNIN I. Student-Centered in class activity A. Outline preparation 1. Discuss environmental changes with members of class. 2. Prepare an outline. 3. Using prepared outline, type the report. 4. Student papers can be posted on bulletin board. B. Follow-up: Student could use data on land changes in his immediate environment. C. Write of final report on how man manipulates the environment.

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ne ability to manage,	Discipli n e Area	Business Education	cn
and change his	Subject	Typing I & II	· ~
	Problem Orienta	tion Manipulation	Grade9-12

		TITLE TITLE AND A
BJECTIVES	SUGGESTED LEARNIN	II. Outside Resource and
ident makes an man can environment. dents are hinking about ent at present to pursue servation. earned defined	 I. Student-Centered in class activity A. Outline preparation I. Discuss environmental changes with members of class. J. Prepare an outline. Using prepared outline, type the report. Student papers can be posted on bulletin board. B. Follow-up: Student could use data on land changes in his immediate environment. C. Write a final report on how man manipulates the environment. 	Community Activities A.#Possible sources: 1. A::ea planning commission 2. Government development of
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Decourses and Def		
Resource and Reference Materials	Continued and Additional Suggested Lean) rte
Publications: Highlights, DNR publications, I-C-E RMC	· · · · · · · · · · · · · · · · · · ·	ons
Our Man-Made Environment, I-C-E RMC America the Raped, I-C-E RMC		MC
Trash is Taking Over, I-C-E RMC		·£ 3
<u>Audio-Visual</u> : Film:		
<u>Wisconsin Manufacturing & Mining</u> , BAVI Kits: KT & Man in Nie Lawinggent		<u>M</u> :
KT 4 <u>Man in His Environment</u> , I-C-E RMC KT 5 <u>Aggradation</u> - <u>Degradation</u> , I-C-E RMC		int.
<u>Community:</u> Member of local government Member of area planning committee		mm

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Continued and Additional Suggested Learning Experiences		
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	Continued and Additional Suggested Learning Experiences	

	C <u>10. Short-term economic</u> O <u>produce long-term envir</u> C <u>losses.</u> P T	ronmental Subject <u>Typ</u> Sh Problem Orientation <u>Lo</u>	iness nic ing I viro ort-te ng-ter nviron
· · ·	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E	the second se
ESEA Title III - 59-70-0135-2 Project I-C-E	l answering the following	 I. Student-Centered in class activity A. An open discussion on the question of GNP growth vs environmental decline. B. Students to compose a short paragraph on the purpose of the paper which they are to write (letter of transmittal). C. Students to research and type up the 2-J page paper, with title page on the question discussed in class. 	II. C. C.

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ic gains may ironmental	Subject <u>Typ</u> Sh	iness Education ing:I & II ort-term Gains
	Problem Orientation Lo	ng-term Grade9-12 nvironmenc
activity A. An ope questi enviro B. Studen paragr the pa write C. Studen up the tited	SUGGESTED LEARNING E Centered in class n discussion on the on of GNP growth vs nmental decline. ts to compose a short aph on the purpose of per which they are to (letter of transmittal). ts to rescarch and type 2-3 page paper, with page on the question sed in class.	 XPERIFNCES II. Outside Resource and Community Activities A. Use the library in researching report. B. Students will tour local employment commission and local industry to interview personnel and observe methods production. C. A group of students to gather materials for a bulletin board comparing GNP vs Environment. Contact federal agencies dealing with GNP City manager Have a math teacher speak to class or
ERIC	_	ask for information you need from him.

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	C <u>ll. Individual acts, dur</u> O N <u>compounded, produce sign</u> C E <u>environmental alteration</u> P T	ificant Subject
ESEA Title III - 59-70-0135-2 Froject I-C-E	<u>BEHAVIORAL OBJECTIVES</u> <u>Cognitive:</u> Student will be able to type ε modified block, mixed punctuation business letter on waste disposal with 95% accuracy. <u>Affective:</u> The student will appreciate the need to conserve products to climinate the need for waste. <u>Skills to be Iearned</u> Interviewing Typing Composing	Structure I. Student-Centered in activity A. Students type a le a local employer of various aspects of disposal and what company has done to solve the problem. I. Use block form 2. Use mixed puncts B. Show a film on was disposal. C. Show on overhead to parencies, the difi- in spacing of single doubled spaced repores emphasizing the and space saved by sing spacing. I. Type short repores single spaced. 2. Type short repores double spaced. 3. Compute the amount lines saved. 4. Show the amount that is saved by out this is one typing stude.ts Use both sides of present.

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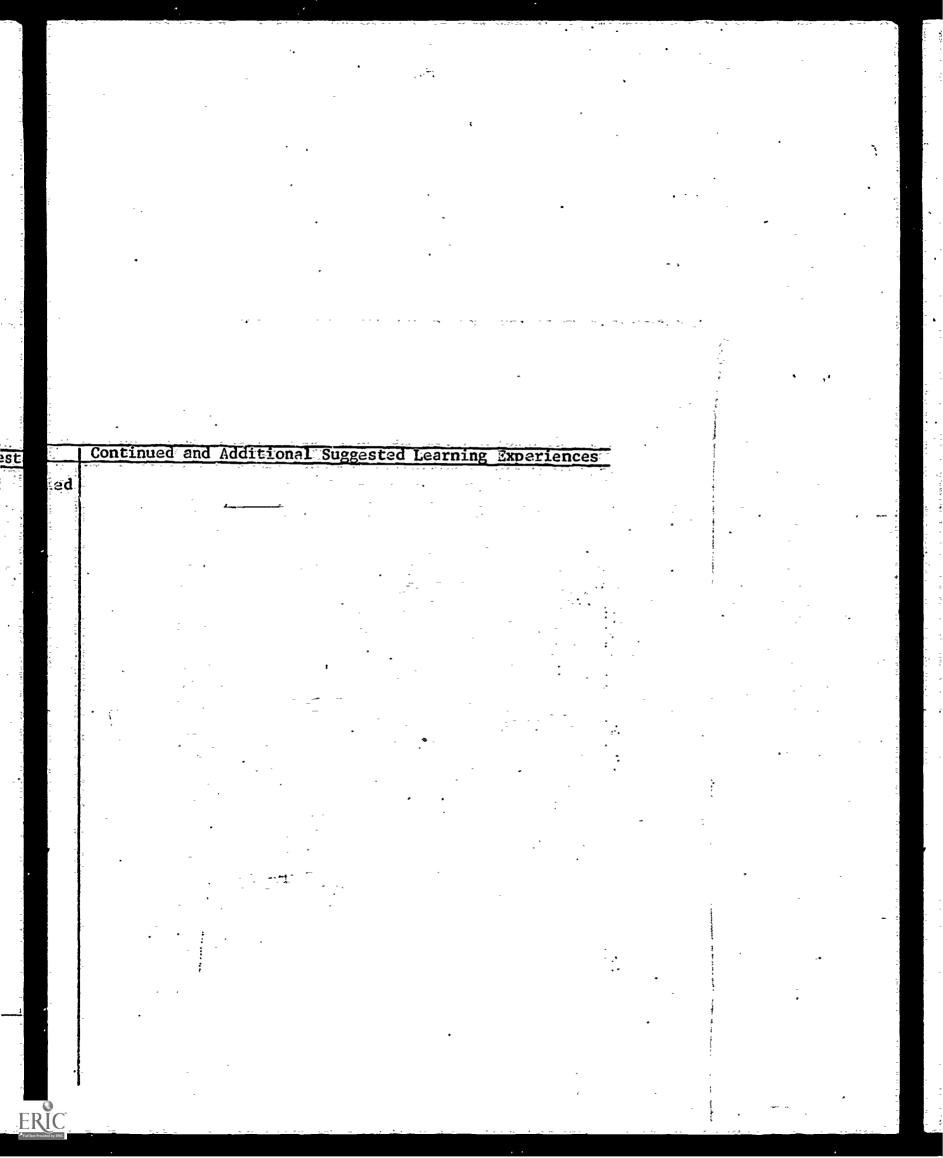
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TIVES	SUGGESTED LEARNING	EXPERIENCES
will be fied ation waste ent need s to for d	 Student-Center d in class activity A. Students type a letter to a local employer on the various aspects of waste disposal and what that company has done to help solve the problem.	 II. Outside Resource and Community Activities A. Interview local businessman and have him give the recent ways they have employed to help solve the waste disposal problem. I. Construct in business letter form Construct in work copy form B. Tour a paper mill to see the way by- products are handled and recycled.

Resource and Reference Materials Continued and Additional Suggest Publications: Local newspaper articles on recycled products or attemps to form a recycled process type business Audio-Visual: Junk Dump, I-C-E RMC Garbage, I-C-E RMC Stuff We Throw Awey, #7923 BAVI 5 Community: Business executive Local paper mill/converting plant

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C 12. Private ownership mustible Disciplin O N regarded as a stewardship and should Subject N regarded as a stewardship and should Subject C not encroach upon or violate the Problem C T individual rights of others. Problem C	- <u>-</u>
BEHAVIORAL OBJECTIVESSUGGESCognitive: Stident will be able to align the typewritten letter on private ownership with 90% accuracy.I. Student-Centered activityAffective: The student will become aware of the concept of private ownership.I. Student-Centered activitySkills to be learned AlignmentSkills to be learned letters.Skills to be learned Paper removalStills to be learned letters.Paper insertion Paper removalProject transpa snowmobile club l. Point out th where privat should be re 2. Discuss the which studen show respect private owne	in d wmob s a crs crs c ers e e e e e e e e e e e e e e e e e e

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SUGGESTED LEARNING EXPERIENCES Dè 1. Student-Centered in class II. Outside Resource and itten activity Community Activities iip A. Student will find a A. Type from a snowmobile club manual. snowmobile club 1. Student types a page manual containing i 11 from manual omitting rules and regulations pt certain letters. governing private 2. Take paper out of the ownership and bring typéwriter. it to class. 3. Reinsert sheet. B. Interview a person 4. Align the sheet. who has had numerous 5. Type in the missing amounts of damage letters. done to his property. B. Project transparency of Report to the class. snowmobile club purpose. C. Ask representative of 1. Point out the section a snowmobile club to where private property speak to class. should be respected. 2. Discuss the ways in which students can show respect for private ownership.

Resource and Reference Materials Continued and Addition Publications: Obtain a copy of laws regulating snowmobiles in Wisconsin and other states ag Audio-Visual: Octain a copy of laws regulating and other states bt Contact local snowmobile dealers for film on snowmobiling check DNR for a film on use/abuse of snowmobiles on the environment as Community: DNR representative Snowmobile club member community recreation leader as	۰۰۰ ۲۰ ۲۰ ۲۰ ۲۰ ۲۰	· · · · · · · · · · · · · · · · · · ·	•
Publications: Obtain a copy of laws regulating snowmobiles in Wisconsin and other states ng otter states Audio-Visual: States States Contact local snowmobile dealers for film on snowmobiling Check DNR for a film on use/abuse of snowmobiles on the environment States DNR representative Snowmobile club member Snowmobiles on the environment States			
Publications: Obtain a copy of laws regulating snowmobiles in Wisconsin and other states ng otter states Audio-Visual: States States Contact local snowmobile dealers for film on snowmobiling Check DNR for a film on use/abuse of snowmobiles on the environment States DNR representative Snowmobile club member Snowmobiles club member States	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	Resource and Reference Materials	Continued and Addition
Contact local snowmobile dealers for film on snowmobiling Check DNR for a film on use/abuse of snowmobiles on the environment <u>Community:</u> DNR representative Snowmobile club member		Publications: Obtain a copy of laws regulating snowmobiles in Wisconsin and other	
Contact local snowmobile dealers for film on snowmobiling Check DNR for a film on use/abuse of snowmobiles on the environment <u>Community:</u> DNR representative Snowmobile club member			
Contact local snowmobile dealers for film on snowmobiling Check DNR for a film on use/abuse of snowmobiles on the environment <u>Community:</u> DNR representative Snowmobile club member	:	• • • • • • • • • • • • • • • • • • •	
Contact local snowmobile dealers for film on snowmobiling Check DNR for a film on use/abuse of snowmobiles on the environment <u>Community:</u> DNR representative Snowmobile club member			
<u>Community:</u> DNR representative Snowmobile club member		Contact local snowmobile dealers	
DNR representative Snowmobile club member	C ²	Check DNR for a film on use/abuse of snowmobiles on the environment	
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Snowmobile club member		Community:	
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. ↓	BEHAVIORAL OBJECTIVES	SUGGESTED LEA	
ESEA Title III - 59-70-0135-2 Project I-C-E	Cognitive: Students are given a report to punctuate, capitalize, hyphenate and use numbers with at least 70% accuracy in transcrip- tion. Affective: The report used would show the energy used to gain a point in everyday living. Skills to be learned Points of communication Punctuation Capitalization Numbers Hyphen Oral discussion Vocabulary	 Student-Centered in class activity A. Students are given 10 sentences on energy to: Punctuate Capitalize Write numbers.correctly Sentences are corrected and returned to students. They are then used for discussing energy. Energy terms are used in development of crossword puzzles. Discuss how shorthand employees use more energy today than 20 yrs. ago in doing their daily work. Why? 	II. Out Comm ac A. H A. e s e w p B. S B. B. C C C. a e a D. h

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hrough Subject orm all Problem Orienta e processes.	perform daily work. B. Students can öbtain	
development of crossword puzzles. D. Discuss how shorthand employees use more energy today than 20 yrs. ago in doing their daily work. Why?	area that need extensive sunlight and is used for human food.	العوالية من

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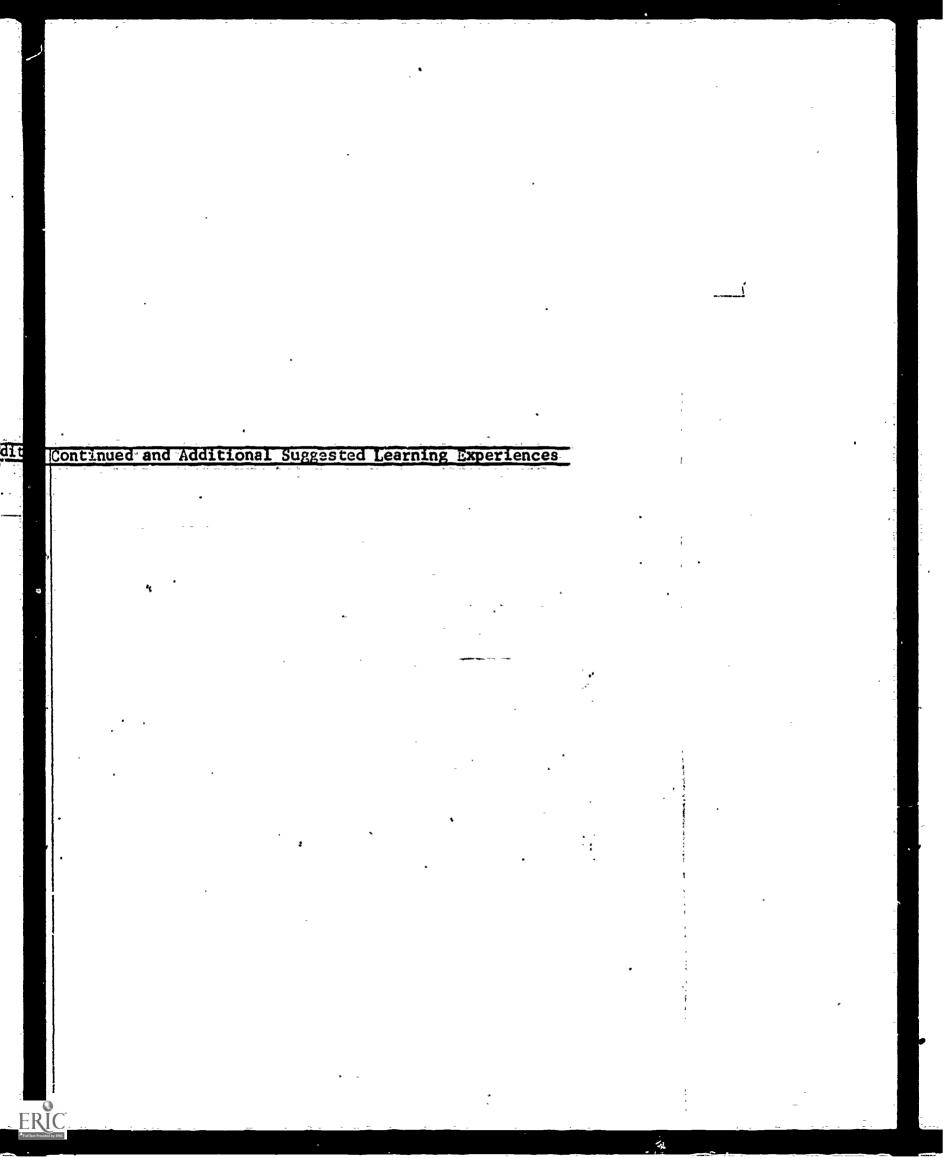
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Resource and Reference Materials Publications:	Conti	nuel	and	Addit		10
Current newspapers, periodicals and pamphlets found in school	-	·	•	۔ بہ ہ ۔	ē.	
National Wildlife Magazine for OctNov. 1971, p. 10 illustration Your Life Depends on the Sun	- - - - - - - - - - - - - - - -	يون ٨		- - -		-
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udio-Visual: Film:		 ,	· · ·	•		•
Green Plants and Sunlight, BAVI #6743	. н 			-		

<u>Community:</u> Engineer in energy resource County Agriculture Agent

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C 2. All living organ O among the stelves and C forming an intrica P T ecosystem.	nd their environme	-
BEHAVIORAL OBJECTI Cognitive: Civen a test the student will get accuracy on the spell 100% accuracy on the spell 100% accuracy on the spell 100% accuracy on the spell 100% accuracy on the spell tion of notes and corr identify terms and the use in the settence. Affective: Student will begin to appreciate the dependency of one this upon another in every aspect of life. Skills to be learned Spelling Taking shorthend notes Shorthand outline construction Vocabulary Typing	st, I. Studer activit ing, A. Stud short- spel scrip- B. Stud rectly by u eir to i proc envi 11 shor ne C. The ment corz D. Stud sent disc Note	SUGGESTED Line-Centered in class y lents will be given ling test. lents will be taught ise of an overhead, llustrate the propo- edure in writing the ronmental terms in thand. class will then dis meanings of environ al terms and their ect use. lents will construct ences using the ter ussed in class. : Partial list of is listed on the rse side.

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	NG EXPERIENCES
ent-Centered in class ity udents will be given a belling test. udents will be taught, use of an overhead, illustrate the proper ocedure in writing the hvironmental terms in horthand. he class will then discuss he meanings of environ- ental terms and their brrect use. tudents will construct 3 entences using the terms iscussed in class. ote: Partial list of everse side.	 II. Outside Resource and Community Activities A. Students will research the origin of the environmental terms discussed in class. Use the library. B. Students will take notes (in shorthand) on a speech given by a DNR representa- tive about the inter- relationship of organisms in the environment. I. After the speech, students will use their transcriptio for discussion.

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	Lontinued and Additional Su
Resource and Reference Materials <u>Publications</u> : Current newspaper articles in which certain environmental terms are used 10 Ec <u>Investigatics into Ecology</u> , I-C-E RMC 10 Br <u>Interaction and Systems</u> , I-C-E RMC 1-C-E RMC <u>Inceraction game</u> , <u>I-C-E RMC</u> <u>This Vital Earth</u> , #2359 EAVI	Continued and Additional Su Partial list of terms: Ecology Environment Ecosystem Pollution Recycling Biomass Land Ethic Pesticides Linnology Herbicides Toxic Conservation Resources a. natural b. renewable Photosynthesis
Ecology, simulation game, I-C-E RMC	
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ns,	Recycling	; -
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-	Pesticides	
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	Herbicides Toxic	•
	Conservation	· · · · · · · · · · · · · · · · · · ·
:	Resources	
-	a. natural	
	b. renewable	
	Photosynthesis	۰.
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BEHAVIORAL Cognitive: Sta be able to con compose short from written material. <u>Affective: Sta</u> come to appred environmental techniques. <u>Skills to be</u> Research skil Group interact Shorthand out Construction	trectly and outlines invironmental dents will iate good management Learned	activity A. Student article managem techniq B. Using s previou student mention shortha C. The cla article managem D. Student	horthand skills sly learned, have s write the above ed article in	n of ital he ntal

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al factors are limiting Discipline Area Business Education of organisms living Subject Shorthand Carrying afluence, thus, each Problem Crientation Carrying Grade10-12 s a carrying capacity. ECTIVES SUCCESTED LEARNING EXPERIENCES ECTIVES SUCCESTED LEARNING EXPERIENCES To students of environmental techniques. A. Students will bring in an article about some type of management of environmental techniques. Its will B. Using shorthand skills providusly learned, have students write the above mentioned article in shorthand. C. The class will discuss the articles sout environmental management techniques. D. Students will type shorthand notes in manuscript style. D. Students will type shorthand figures.	4 4 8 4 4 1 4	7			Puei	- 	
InternetOutputCarrying CapacityCarrying CapacityGradel0-12s a carrying capacity.SUGGESTED LEARNING EXPERIENCESECTIVESSUGGESTED LEARNING EXPERIENCESIts willT. Student-Centered in class activitytoutlinesA. Students will bring in an article about some type of management of environmental techniques.its willB. Using shorthand skills previously learned, have students write the above mentioned article in shorthand.inC. The class will discuss the articles about environmental management techniques.inD. Students will type shorthand notes in manuscript style.inD. Students will type shorthand notes in manuscript style.	es	al factors	are limiting	Discipline Area	-		<u> </u>
CalibraticsProblem GrientationCapacitys a carrying capacity.ECTIVESECTIVESIts will1. Student-Centered in classactivityactivityA. Students will bring in an article about some type of management of environmental techniques.hts willB. Using shorthand skills previously learned, have students will discuss the articles about environmental management techniques.nnnnb. Students will discuss the articles about environmental management techniques.nb. Students will type shorthand notes in manuscript style.c. Students will type shorthand notes in manuscript style.	hä	of organis	ms living	Subject	Shor		میں اور
ECTIVESSUGGESTED LEARNING EXPERIENCESI ts willI. Student-Centered in class activityII. Outside Resource and Community ActivitiesI tyactivityoutlinesA. Students will bring in an article about some type of management of environmental techniques.II. Outside Resource and Community Activitiesits willB. Using shorthand skills previously learned, have students write the above mentioned article in shorthand.B. Students can gather materials for a bulletin board titled "Carrying Capacity".indC. The class will discuss the articles about environmental management techniques.I. Sources: a. Industry b. DNR c. Business d. Land developernD. Students will type shorthand notes in manuscript style.Students will prepare all titles for bulletin board in shorthand		<u>nfluence, t</u>	hus, each	Problem Crienta	tion _		Grade10-12
InterpretationT. Student-Centered in class activityH. Outside Resource and Community ActivitiesIts will toutlinesT. Student-Centered in class activityH. Outside Resource and Community ActivitiesA. Students will bring in an article about some type of management of environmental techniques.H. Outside Resource and Community ActivitiesIts will te good hagementA. Students will bring in an article about some type of management of environmental techniques.H. Outside Resource and Community ActivitiesIts will te good hagementB. Using shorthand skills previously learned, have students write the above mentioned article in shorthand.B. Students will discuss the articles about environmental management techniques.B. Students will discuss the articles about environmental management techniques.H. Outside Resource and Community Activities A. Use library to help prepare and find articles.Its will te good hagementC. Students will discuss the articles about environmental management techniques.H. Sources: a. Industry b. DNR c. Business d. Land developerItsD. Students will type shorthand notes in manuscript style.H. Students will prepare all titles for bulletin board in shorthand	1 11 1 11 1	s_a_carryin	<u>g capacity</u> .	-			aliana ang ang ang ang ang ang ang ang ang
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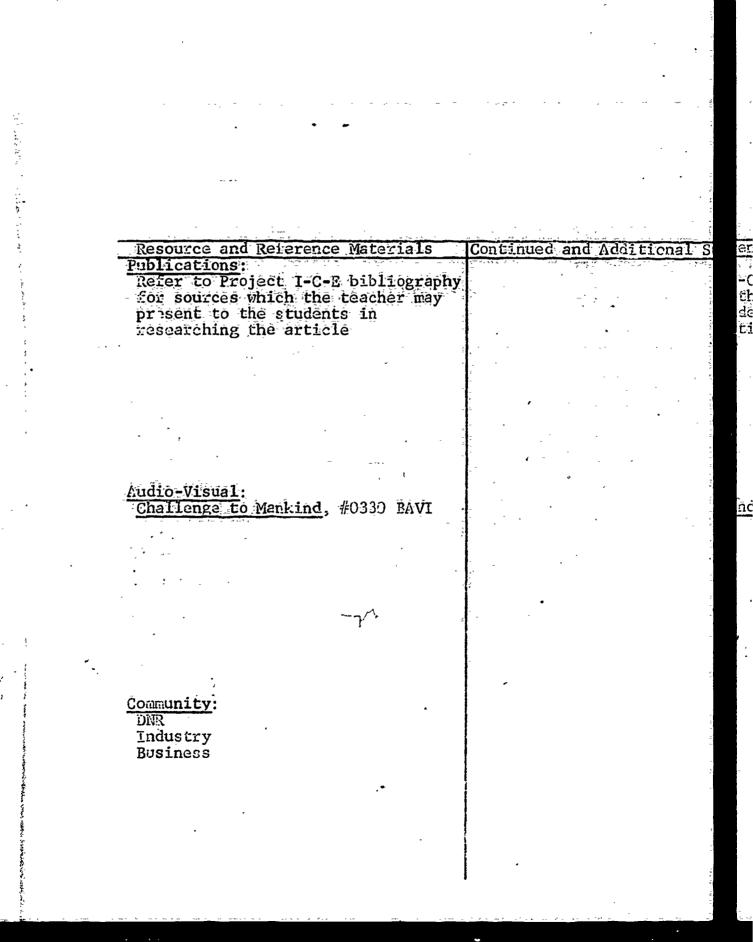
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	fè.	Subject	Shor thand
N <u>vater is essential for li</u> É P T		Problem Orientat	ion <u>Water Co</u>
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BEHAVIORAL OBJECTIVES		SUGGESTED LE	ARNING EXPER
Cognitive: Students will list facts they observed on bad water conditions and methods of improvement. <u>Affective</u> : Students will appreciate the need for clean water and the steps being taken to preserve clean water. <u>Skills to be learned</u> Shorthand notes Transcription Punctuation Capitalization Report forms	activity A. After studen discus Discus 1. Poi obs 2. Pro B. Compos what r done i to sen 1. Fir wat 2. Gov C. Revise studen D. Mail 1	Centered in class a class field trip ts and teacher s reports. sion centers around nts of interest erved on field trip blems/solutions e a letter to lear esearch is being n the area. Plan d these to: ms concerned with er usage ernment agencies typed letters and ts make corrections etters to firms or es selected.	d: p B.

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Subject Shor thand

Problem Orientation Water Conditions Grade 10-12

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-	SUGGESTED LEARNI	
	 I. Student-Centered in class activity A. After a class field trip, students and teacher discuss reports. Discussion centers around: Points of interest observed on field trip Problems/solutions B. Compose a letter to learn what research is being done in the area. Plan to send these to: Firms concerned with water usage Government agencies C. Revise typed letters and students make corrections. D. Mail letters to firms or agencies selected. 	 II. Outside Resource and Community Activities A. Paper mill repre- sentative to speak to class on what pure water means to job opportunities in paper making industry. B. Field trips to area plants. I. Paper mills bordering Fox River 2. Canning companies 3. Milk plants 4. Sewerage treatment plants

Resource and Reference Materials	Continued and Additional Suggested
Publications:	
Everyman's Guide to Écological Living	
Mater is Everybody's Business	· · ·
The Environmental Crisis	
All available at I-C-E RMC	
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· · · · ·	
Audio-Visual:	
Film:	,
Littering, DNR resources	
Madison, Wi. Kits:	
KICS: KTO Crisis of the Environment,	
I-C-E RMC	
Community:	
Speakers from a	· · ·
Paper mill	
Cannery Milk plant	
Sewerage treatment plant	

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C <u>5 An adequate supply of</u> O is essential because most C <u>depend on oxygen, through</u> P <u>to release the energy in the supply of constructs</u>	organisma respiration,	Discipline Area Subject Problem Orientat	Shori
Cognitive: Students will list effects sir pollution has on our lives and the ways in which air pollution is being controlled. Affective: Students will be able to appreciate the need for clean air and realize that steps are being taken to control air pullution. Skills to be Learned Dictation Franscription Punctuation Spelling Capitalizatior Proofreading Research Typing Composition	activity A. Show f pollut B. Studen resear letter NE Wis busine doing C. Upon r select letter will d class. D. Studen shorth and pr l. Fre mai	Centered in class ilmstrip on air ion. ts, with some ch, will compose to companies in consin, asking ssmen what they a about air polluti evision and ion of the 10 bes s, the teacher ictate them to th	a are on. st ne pe

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vate supply of	<u>clean air </u>	Discipline Area	Busi	ness Educatio	n ·
al because most	organisma	Subject	Shor	thand	
oxygen, through	respiration,	Problem Orientat	ion	Dirty Air	Grade 10-12
the energy in	their food.			- ,	•
L OBJECTIVES		SUGGESTED LEA			
udents will sir pollution ves and the air pollution rolled. udents will be ciate the need and realize e being taken r pollution. Learned	activity A. Show pollu B. Studen reseat letter NE Vi busing doing C. Upon select letter will class D. Studen shorth and pi 1. Fre- math to	filmstrip on air tion. nts, with some rch, will compose r to companies in sconsin, asking essmen what they a about air polluti revision and tion of the 10 bes rs, the teacher dictate them to th	a on. t e	2. Car d eg. V B. Students notes on in short transcri C. Field tr paper mi observe of air p the cont used. 1. Stude short trans the c D. Bulletin prepared and retu	ctivities from local es. mills ort Howard ealers an Boxtel Ford will take speeches hand and be. ips to local 11, to the amount ollution, and rols being nts will take hand notes and cribe later in lassroom. board will be from letters rned answers. an be prepared

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Resource and Reference Materials	Continued a	nd Additional	Sugg
Publications: VF 1969 <u>Clean Air For Your</u> <u>Community</u> VF 1969 <u>Take 3 Giant Steps</u> <u>to Clean Air</u> VF 1969 <u>Air Pollution - Where</u> <u>We Are Going</u> All available at I-C-E RMC			
<u>Audio-Visual:</u> Kits KT6 <u>Crisis of the</u>			
Environment, I-(-E RMC			
<u>Community:</u> Industry leaders Auto sales businessman Trucking firms City official in charge of health conditions in given community			

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Title III - 59-70-0135-2 Froject I-C-E	C 6. Natural resources are distributed over the eart c time and greatly affect t r geographic conditions and BEHAVIORAL CBJECTIVES Cognitive: Students will list the areas where Wisconsin has depleted its resources and present environment results. Affective: Students will become aware of Wisconsin's present status in terms of its capacity of its environmental resources. Skills to be Learned Interview techniques Shorthand note taking Group interaction	h or over he quality of I. Student activity A. Class findi inter B. Added 1. Ta jo 2. Le be	SUGGESTED 1 -Centered in class	S Ation
ESEA	74			

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atly affect th	he	Problem Orientat	ion <u>of Urba</u>	n Society	<u>Grade10-12</u>
onditions and	<u>quality of</u> 1	ife.			, -
BJECTIVES Sents will where depleted its present sults: dents will t Wisconsin's in terms of f its resources. carned riques	activity A. Class findin interv B. Added 1. Tal jol 2. Lea be	SUGGESTED LE Centered in class discussion or ngs derived from views. activities ce part in a mock o interview. adership role coul developed. Have panel discussion.	II. Cu Con A. B.	itside Reso munity Act Interview or local b leaders fo on victimi residents on our nat resources. called rob Take notes hand and b class for Summary of findings c	ivities government usiness r opinions žing the of Visconsin ural (Can it be bery?) in short- ring to transcribing all could be
taking i on			D.	put into t newspaper paper unde news. Commercial a resource making a 1 its presen status as from Great 1. Informa	the school and local fishing as to means of iving, and at and future a resource Lakes. tion can be d from DNR.

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	Resource an	d Reierence	Materials	Contin	nued and	l Additi	onal	Sugger	st
- <u>-</u>	Publications: The Environm struggle to I-C-E RMC	ental Crisis live with l	5, Man ¹ s nimself,			•		- -	
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	Audio-Visual: Einulation g Environment	ame - <u>Man Ir</u> , I-C-E RMC	<u>His</u>	, ,	· 、				
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Bann Tra area		•					,		- 5
	Community: Local busines	es leadore		-			-		
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2 Materials	Continued and	1 Additional Sug	gested Learning	Experiences		
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	C 7. Factors such as faci	litating Discipline Area I
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		<u>c.conditions</u> , Subject <u>s</u>
	N <u>transportation</u> , <u>economi</u> C E <u>population growth</u> , and P T leisure time have a grow	increased Problem Orientation
•		at influence on centers of population density.
1	BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
-	Cognitive: Student will	I. Student-Centered in class
I-C-E	identify changes in land	activity
Ŭ	use in his community and	A. Students are assigned to
Ĥ	cité réasons for such	find census figures for
4	changes.	community or town hip for
Project		1970, 1960, 1950, etc.
- T	Affective: Students become	1. Discuss with reference
ŭ	aware of changes that are	to homebuilding, number
щ	taking place concerning	of farms, size of farms,
~	land use and population	new manufacturing,
1-2	changes and the effect	airports or resort
ကို	these changes will have	facilities.
59-70-0135	upon him.	2: Speaker from the
Ā		community can add
Ň	Skills to be Learned	facts to the above
- Óŋ	Improvement of shorthand	period.
Ś	vocabulary	B. Report on interview
•	Improvement in shorthand	trying to draw conclusions
н	speed	as to effect on students
	Note taking from talks	today and in the near
a	and intervievs	future.
Title	Make judgments	C. Word study involved in
퓐	Draw conclusions	dictating material on
	Interviewing	changes in land use.
ESEA		D. Dictation of material
ŝ		concerning changes in
		land use.
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pn, économic	conditions,	Subject	Shorthand Causes & Effects
owth, and i	ncreased	Problem Orientat	ion <u>of land use</u> <u>Gr</u> ade <u>10-12</u> changes
	t influence of po	n pulation density.	
BJECTIVES		SUGGESTED LE	ARNING EXPERIENCES
ent will	I. Student-C	entered in class	II. Outside Resource and
in land	activity	-	Community Activities
inity and		s are assigned to	A. Students interview
r such		nsus figures for	sources for census:
		ty or township for	1. Newspapers
	1970, 1	960, 1950, etc.	2. Older residents
ents become		uss with reference	3. Local historians
s that are	to h	omebuilding, numbe	r 4. Museum curator
icerning	óf í	arms, size of farm	s, 5. Représentative
pulation		manufacturing,	of city, county
effect		orts or resort	or state histori-
11 have		lities.	cal society
-		ker from the	
.]		unity can add	· · · · ·
arned		s to the above	
shorthand	· peri		
		on interview	
shorthand		to draw conclusion	S
4 - 11		ffect on students	
n talks		nd in the near	
	future.		
•		udy involved in	
5		ng material on	
		in land use.	
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	land us	ing changes in	
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Resource and Reference Materials	Continued and Addition	ē-1
Publications: Man in The Web of Life, I=C=E RMC Urban America, The Ecological Balance, p. 163. I=C=E RMC Technology - The God That Failed, I=C=E RMC-		Ee
Audio-Visual: KT5 <u>Crisis of the Environment</u> , I-C-E RMC <u>Expending City</u> , #3849 BAVI	<u>n</u>	<u>€</u> _ ∦3
<u>Community:</u> Chamber of Commence official President of local real estate	· · · · · · · · · · · · · · · · · · ·	rc ɛl
board in city. County planner for small rural area	5.	cr

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	C <u>8. Cultural, economic, s</u> O <u>political factors determ</u> C <u>of man's values and atti</u> P <u>toward his environment.</u>	<u>ine_statusSubject</u> o
ESEA Title III - 59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES Cognitive: Students will list ways in which dense population centers promote heavy pollution. Affective: Students will appreciate the need for zoning and population control. Skills to be Learned Composition Shorthand outline Group interaction Transcription Typing	SUGGESTED LEAR I. Student-Centered in class activity A. With an overhead projecto show a transparency of p. 1971 EQ Index. B. Have students discuss the transparency and pick out certain terms to learn ho to write in shorthand and use in sentences. C. Students assigned (in sho hand written on board) a poem about concept #8 to be composed by them.

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conomic, social, and Discipline Area Business Education ors determine status Subject Shorthand Problem Orientation Pollution density Grade 10-12 s and attitudes ironment. ECTIVES SUGGESTED LEARNING EXPERIENCES ts will 1. Student-Centered in class 11. Outside Resource and a dense activity . Community Activities s promote A. With an overhead projector, A. Bulletin board show a transparency of p. 9, display of poems. 1971 EQ Index. 1. Use titles that cs will B. Have students discuss the are written in ed for transparency and pick out shorthand. cion certain terms to learn how B. Local doctor to to write in shorthand and speak on population use in sentences. growth. ned C. Students assigned (in short-1. Students to take hand written on board) a notes on speech poem about concept #8 to in shorthand. be composed by them. 2. After the speech, students will transcribe and type in outline form. C. Students do a research paper on how density of population has affected the cultural values of people - large city living. D. Interview a person who has moved from the city to a rural area.

in the second second	Resource and Reference Materials	Continued and Additio	e.
	Publications: National Wildlife Federation,		ŗ
	1971 EQ Index, Oct Nov. Issue, 1412 16th St. NV		-
	Washington, D.C. 20036. I-C-E RMC Urban America, I-C-E RMC		6 214
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	N. 👟		
	Audio-Visual: #3345 All of the Feople All of the		te
	Time, BAVI #6947 Standing Room Only, BAVI		.1
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	Community:		
	Local doctor or medical center		1
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Discipline Area _____Bus Sho: Subject .

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BEHAVIORAL OBJECTIVES Cognitive:	SUGGESTED LEARNI I. Student-Centered in class activity
state ways man is	A. Show a film or filmstrip
polluting wilderness	on environmental change.
areas.	B. Students take notes
<u>Affective</u> : Student will	during showing.
learn why wilderness areas	C. Write report on their
are needed to exist in	thoughts as to learning
world of change.	from film lesson.
Skills to be learned Research for materials Note taking in shorthand Typing skill of composing Grammar Proofreading for result of project	 Report could be in factual form for panel discussion set- up. An essay report for bulletin board display. Use reports by panel leaders in discussing the lesson and class participation.

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bility to	o mànage,	Discipline Area _	Business Education
change h	is	Subject	Shorthand
	·····	Problem Orientati	Destroying ion <u>Natural Resources</u> Grade10-12
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TIVES		SUGGESTED LEAF	RNING EXPERIENCES
will will	activity A. Show a on env B. Studen	Centered in class film or filmstrip ironmental change. ts take notes showing.	II. Outside Resource and Community Activities A. Research articles on what is taking place in our environment. B. Bulletin board
ed tals thand nposing esult	C. Write though from f 1. Rep fac pan up. 2. An bul D. Use re leader	report on their ts as to learning ilm lesson. ort could be in tual form for el discussion set- essay report for letin board display ports by panel s, in discussing	display developed from gathering materials of area.
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Resource and Reference Materials	Continued and	Additional	Sugger
Publications: The Traffic Jam, I-C-E RMC			
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<u>Audio-Visual:</u> <u>Single, Kit 13, I-C-E RMC</u> <u>Ecology and Man</u> , FS ST 11, <u>I-C-E RMC</u>			
<u>Community</u> : Planner of community on the development of new housing area and impact on number of cars coming into the main artery of traffic			
arcery of clarife			

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RMC				•				
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RMC 11,				-				
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C E P T	losses.	·	Problem Orientat	ior <u>Ec</u>
-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES ognitive: Stidents will e able to name specific ays in which economic obbery is occurring in ach of the 8 areas amed. ffective: Students will ttempt to identify ways o combat this robbery r at least to hold it own. kills to be learned horthand outline esearch roup interaction	activity A. Have artic econo relat 1. Ai 2. Wi 3. Wa 4. So 5. Ti 6. Li 7. Mi 8. Pe B. Discu and t	students bring in an le concerning mic robbery in ion to: r ldlife il mber ving space nerals	

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ine	onomic	gains may	Discipline Area	Business Education
:th	ēnvir	conmental	Subject	Shorthand
ĔĊ			Problem Orienta	ation <u>Economic Profits</u> Grade <u>10-12</u>
			•	
EXI	TIVES		SUGGESTED LEA	ARNING EXPERIENCES
EXI	Will	T. Student-	Centered in class	II. Outside Resource and
	ific	activity	• • • • •	Community Activities
	nic	A. Have S	tudents bring in a	an A. Speakers concerning
	i in	articl	e concerning	
	5 111	econom	ic robbery in	areas. Examples:
		relati	on to:	1. DNR
		1. Air		2. Papêr mill
. 1	will	2. Wil	dlife	personnel
	ways	3. Nat		3. Coast Guard
	ery	4. Soi		4. Lumberman
	it	5. Tin		5. Farmers
		6. Liv	ving space	6. Doctors
		7. Mir	nerals	
	d	8. Pec	ople	
	<u> </u>	B. Discus	s the articles	
		and the	nen transcribe	
		them :	into shorthand.	
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Resource and leference Materials	Continued	and	Additional	Suggested	Learning	r
Publications: Newspapers, magazines or books concerning articles on environ- mental conditions Pollution, Property and Prices, I-C-I RMC 110 La Material Objects, 1970, I-C-I RMC						0 i c 7
VF Series of materials from Scientists Institute for Public Information, I-C-E RMC						u
<u>Audio-Visual:</u> Films: <u>Bulldozed</u> America, #6429 BAVI <u>The Gifts</u> , -L-C-E RMC Simulation game: <u>Man in His Environment</u> , SG 4 <u>I-C-E RMC</u> Kit: <u>Crisis of the Environment</u> , KT 6 <u>I-C-E RMC</u>			- - - - - - -			В
<u>Community:</u> Speakers from DNR Coast Guard Paper mills		a.			•	

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C <u>11. Individual acts, dupl</u> O <u>or compourded, produce si</u> C <u>environmental alterations</u> P <u>time.</u> BEHAVIORAL OBJECTIVES i	gnificant Subjects over Proble	oline Area <u>Bu</u> et <u>Sh</u> em Crientation GESTED LEARNING	orthand Waste
Cognitive: Students will be able to list positive steps that local businessmen are taking to combat internal pollution. <u>Affective:</u> Students will be able to see the need for constant checks on internal pollution. <u>Skills to be learned</u> Interviewing Note taking Composition Typing Speaking	I. Student-Centered activity A. From their sho students will type up a shor regarding thei with a busines B. Students will brief resume of interview to t the class. C. Students will resume, and the students will shorthand note during the stu presentation a transcribe tha students notes	d in class orthand notes, compose and rt report, ir interview ssman. present a of their the rest of turn in e remaining exchange es taken ident's and then e other	II. Outs Commu A. Sti vi mai he in hi. coi 1.

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Ed	ts, dup	licated	Discipline Area	Bu	siness Educatio	on	
d	oduce_s	ignificant	Subject	Śh	orthand	- *	
ste	eration	s over	Problem Crientat	tion	Waste	_Gradé <u>10-12</u>	
IEN	VES		SUGGESTED LEAN	RNINC			. .
uts mmui Stu vi: mai he in hi: coi l.	ill ive g ill ed for	activity A. From t studen type u regard with a B. Studen brief interv the cl C. Studen resume studen shorth during presen transc	Centered in class heir shorthand not its will compose an p a short report, ing their intervia businessman. its will present a resume of their iew to the rest of ass. its will turn in , and the remaining its will exchange and notes taken the student's itation and then ribe the other its notes.	nd ew f	view a man in man in m he is do internat his own concern l. Studo	Activities s will inter- local business regard to what ping to combat l pollution in business	,
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	Resource and Reference Materials	Continued and Additional	Sugge	La.
1 3 5	Publications: Urban America, I-C-E RMC 100 Ma Congressional Quarterly, I-C-E RMC			y :
	Audio-Visual: Filmstrip: FS ST3 <u>Urban Ecology: Six</u> <u>Microsystems</u> , I-C-E RMC Kit: Kt 13 <u>Urban Crisis</u> , I-C-E RMC			C
	<u>Community:</u> Local business leacer		ę	
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C <u>12. Private ownership n</u> O <u>regarded as a stewardsh</u> C <u>not encroach upon or vi</u> P <u>individual right of oth</u>	nip and should colate the	Discipline Area Subject Problem Orientat	Shorthan Cont
BEHAVIORAL OBJECTIVES Cognitive: Students will compile a list of polluters in the local area. <u>Affective</u> : Students will appreciate the need for such a watch to improve living conditions. <u>Skills to be Learned</u> Shorthand outline Typing Researching	activity A. Studen shorth pollut I. In 2. On 3. In 4. In E. These compil The le be sen offici. or ind C. Note:	SUGCESTED LEA Centered in class ts will compile (in and) a list of loca ers: the city the highway waterways wooded areas lists can be ed and organized. tter/letters should t to government als and businesses ustries. Sample newspaper form on reverse	n A al H

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hip mu	st be	Discipline Area	Bus	iness Educatio	on
verdshi	p and should	Subject	Sho		
or vio	late the	Problem Orientat	ion		Grade <u>10-12</u>
of othe	ers.				
TES		SUGGESTED LE	RNI		
vill vill or ove	activity A. Students shorthar polluter 1. In th 2. On th 3. In wa 4. In wa 4. In wa E. These 1: compiled The lett be sent official or indus	entered in class s will compile (in hd) a list of loca rs: he city he highway aterways boded areas ists can be d and organized. ter/letters should to government ls and businesses stries. ample newspaper	a a1	II. Outside E Community A. Use lik to gath B. Student busines control busines the are 1. Anot pos cou	Activities prary resources mer information, ts consult local ss leaders about ls put on ss/industry in
	verdshi or vic of othe /ES /ill /ill /ill	rill I. Student-Co activity A. Students shorthan polluter in 1 I. In the for 2. On the ove 3. In we 4. In we E. These 1: compiled The let be sent official or indus C. Note: So report	vardship and should Subject or violate the Problem Orientat of others. Problem Orientat /ES SUGCESTED LEA off others. SUGCESTED LEA /TII I. Student-Centered in class activity off others. A. Students will compile (in shorthand) a list of loca polluters: vill A. Students will compile (in shorthand) a list of loca polluters: vill I. In the city for 2. On the highway ove 3. In waterways 4. In wooded areas E. These lists can be compiled and organized. The letter/letters should be sent to government officials and businesses or industries. C. Note: Sample newspaper report form on reverse	vardship and should Subject Should or violate the Problem Orientation of others. Problem Orientation violate the Problem Orientation of others. SUGGESTED LEARNIN violate the Subject violate the Problem Orientation of others. Subject violate the Problem Orientation of others. Subject violate the Problem Orientation violate the Subject violate the Problem Orientation violate the Subject violate the Problem Orientation violate the Subject violate the	verdship and shouldSubjectShorthand Control of Problem Crientationor violate theProblem CrientationPollutionof others.Problem CrientationPollutionof others.SUGCESTED LEARNING EXPERIENCESvillI. Student-Centered in classII. Outside in CommunityvillA. Students will compile (in shorthand) a list of local polluters:M. Use line to gath businesvillI. In the city corrB. Student businesvillI. In the city student and organized.B. Student businesvillI. In wooded areas the areasI. Anos compiled and organized.E. These lists can be compiled and organized.I. Anos cou posB. Student could be sent to government officials and businesses or industries.could be send to government could be send to government officials and businesses or industries.C. Note:Sample newspaper report form on reverse

Resource and Reference Materials Publications:	Continued and Additional Sugg
A Sand County Almanac, T-C-R RMC	Sample Newspap Report Form
Air and Water Pollution, I-C-E RMC	POLLUT
	It's Your Fight to
	Do you know of pollution spend your recreational the highways, in waterway If you do, report it to Information you supply we agencies charged with pro
Audio-Visual: Film:	Pollution Watch Name & Address of your local newspaper
Troubled Waters U.S. Senate Public Works Committee	Type of pollution:
Rm. 4204, New Senate Office Bldg. Mashington, D.C. 20510	WaterAir Other
Community:	Names, Address, Dates, Ti Comments:
Local business leader DNA representative	Additional information: Your Name Address
	City Telephone (Your report will be kep
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e Materials	Continued and Additional Suggested Learning Experiences
	Sample Newspaper Report Form
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	POLLUTION WATCH
- - - -	It's Your Fight to a Better Environment
	Do you know of pollution where you live, work or spend your recreational hours - in the city, on the highways, in waterways or in wooded areas? If you do, report it to your local newspaper. Information you supply will be relayed to the agencies charged with protecting our environment. Pollution Watch Name & Address of
Works Committee	your local newspaper Type of pollution:
e Office Bldg. 510	WaterAirLitter Other
	Names, Address, Dates, Times, License No., Location, Comments:
	Additional information: Your Name Address
	Address CityZIP Telephone
	Telephone (Your report will be kept confidential if you desire.)
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	C <u>1. Energy irom the sun, t</u> O <u>source of ε1! energy, is</u> C <u>through plant photosynthe</u> P <u>a form that all living th</u> <u>use for life processes.</u> BEHAVIORAL OBJECTIVES	converted esis into	Discipline Area Subject Problem Orientat SUGGESTED LE	<u>Clerical</u> Excess ion <u>of H</u>	& Seer ive inergot
ESEA Title III - 59-70-0135-2 Project I-C-E	Cognitive: Students will list ways to practice conservation of electricity in their use of electrical office equipment. Affective: The student becomes aware of the waste of power in the classroom and in the office. The student practices good economy habits when operating electrical equipment. Skills to be Learned Good habits in their use of classroom equipment. Note taking - Shorthand will be applied toward Secretarial-Office Practice, in Clerical Office Practice, notes will be taken in long	activity A. Stude ment offic elect 1. St in el a. b. c. B. Schoo or su to st elect broke ments C. A bus repre examp stude Give conse D. An of local stude	-Centered in class ints discuss equip in school and es that use ricity. udents discuss wa which waste of ectricity occurs: Forgetfulness Poor work habits Laziness of business manage perintendent talk tudents on cost of ricity for school en down into depar s, if possible. Siness machine esentative (IBM for ole) talks to ents on power usage suggestions for erving power. fice manager from business tells to ents about his off ations on power usage ents type summary	s II. C - A. B. C. ays C. ays D. S er cs E L, rt- or ge. n a the fice sage.	Lixing weights weight w

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Discipline Area Business Education duc he sun, the basic Subject Clerical & Secretarial Practice e Se ergy, is converted Excessive Consumption .ve Problem Orientation of Energy Grade 12 lerg tosynthesis into iving things can esses. RIE TIVES SUGGESTED LEARNING EXPERIENCES II. Outside Resource and will I. Student-Centered in class itsi **Community** Activities mur e activity A. Local businessman tricity Lod A. Students discuss equip-B. Local business machine trical ment in school and Lod offices that use representative rep electricity. C. Survey of manual usage ent Sur 1. Students discuss ways e vaste to electric usageto office managers. Sroom in which waste of ofi D. Additional research Add electricity occurs: could be on use of . es g**oo**d a. Forgetfulness соц energy by individual b. Poor work habits eng in 24 hours (all day c. Laziness in B. School business manager and night). Write and report on individual or superintendent talks rep level that student. lev to students on cost of finds on research. fir use electricity for school, broken down into departnent. nand ments, if possible. ward C. A business machine representative (IBM for cal example) talks to students on power usage. otes Give suggestions for ong conserving power. D. An office manager from a local business tells the students about his office operations on power usage. E. Students type summary of talk.

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-	Resource and Reference Materials	Continued	and	Additional	Suggested	Le	
	Publications:						
	Science books in school library						ca
2	regarding stories on energy.						ŀ
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		1					
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1	Audio-Visual:						
÷	Filmstrip: Pictory - Foology & Man Set I						1-
-	<u>Biology - Ecology & Man Set I</u> Energy Relationship	· ·					ť
	McGraw Hill						
-	McGraw HIM Film:	1					
-	Electricity & How it is Made	1					ade
-	#6074 - BAVI	l					
1	Relates to Light, Heat & Power	l					70
		1					
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	Community:	ł					
	Energy production source & usage	Į					u
- -	of your local area:	1					
-	Power Company						
?	Gas Company						
÷	Oil Companies	}					,
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	<u>:c I</u>							
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	Power							
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C N <u>themselves ard</u> C <u>forming an intr</u> P T <u>an ecosystem</u> .	ystems interact amony their environment icate unit called	Subject Problem Orientati	Secretarial <u>.</u> Check and
BEHAVIORAL OEJE Cognitive: The st will be able to f chart an office u the data processi symbols. Affective: The st will have an appr of the dependency ecoelement on and Skills to be Lear Flowcharting Researching Conducting a meet Labeling	udentI. Studelow- singactivi activingSit rooudent eciationout outof one ther.2.nedB. Pla usi the theingnat 1.	nt-Centered in class	II. Outsid Communi A. Visi to m B. Visi plac natu rela flow? C. Have ecol r-spea f what f idea :s ent) I I V of e to Dw

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teract among	Discipline Area	Business Education
aronment	Subject	Secretarial & Clerical Office Check and Practice
t called	Problem Orientat	ion Balance SystemGrade 12

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		NO EVDEDTENCES
Ē	SUGGESTED LEARNI	II. Outside Resource and
3	I. Student-Centered in class	11. UULSINE ACSOULCE and
	activity	Community Activities A. Visit business office
L	A. In a simulated office	to make flowchart.
n i	situation in the class-	to make flowchalt.
	room, have students make	B. Visit natural resource
С	out a flowchart.	place to get elements of
u	1. Show the relationship	nature and how it is
а	between stations.	related to the other
V.	2. Show the amount of	flowchart.
e	dependency from one	C. Have local school
1	job to another.	ecology club member
а	B. Play a game of nature by	speak to class on
t	using various stations of	what this concept or
.8	the office as elements of	idea means to the club.
	nature.	
	1. Place signs to labei.	
	2. Students do flowcharts	
	to see relationship.	
	3. Office manager (student)	
	has a simulated board	
	meeting (all involved	
	students) meet and	1
	discuss the relevancy of	
	one element of nature to	
	another and stress how	·
	our ecosystem cannot	
	survive without all	
	functioning properly.	
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24 10 p	Resource and Reference Materials	Continued and Additional	1 C
د و دو میروند. اورون کارونی ولی ولی و در از درمان ولی و از میروند و از مرد میروند از میرونی کارونی ولی و میروند و مرد و میروند می	Publications: Since Silent Spring - 180 Gr I-C-E RMC Interaction and Systems - 110 Br I-C-E RMC		
and the second	<u>Audio-Visual:</u> <u>Topics in Ecology; 5 Single</u> Concept Lessons - KT <u>Ecology Game</u> - I-C-E RMC		
	<u>Community:</u> Local business office School Ecology Club School Ecology Club advisor		
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Continued and Additional Suggested Learning Experiences

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N on the number of organisms C E within their influence, thus P T environment has a carrying of BEHAVIORAL OBJECTIVES	s each Problem Orientation Ove	al &
Cognitive: Students prepare a list of problems resulting from overpopulation, what should be done, and steps taken thus far in problem of overpopulation. Affective: Student learns the effect of overpopulation in a given area and the effect of the problem in his life time. Skills to be Learned Research of facts Rough draft of report Prepare copy on typewriter for use Use original copy to produce other copies for a duplicating device.	 SUGGESTED LEARNING I. Student-Centered in class activity A. Give source materials where students may obtain needed facts for research. Discussion on note taking. How to outline. How to rough draft from outline. How to rough draft from outline. How to make correct original reports on typewriter. B. Discussion by using selected class members for panel leaders. Population growth. Steps taken thus far on population growth. Future steps needed to be done for control. C. After discussion, students exchange papers and make corrections found or OK it for printing. Students in class could gather pictures on population of a rural, urban or city and show the areas as to concen- tration of (cont.) 	EXP II.

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ing Discipline Area <u>Business Education</u> Subject <u>Clerical & Secretarial Practice</u> Problem Orientation <u>Overpopulation</u> Grade 12

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SUGGESTED LEARNING EXPERIENCES ent-Centered in class II. Outside Resource and rîty Community Activities ve source materials A. Sources ere students may 1. County Social tain needed facts Services, Court r research. House. Discussion on note taking. a. Number of caseloads. How to outline. 2. Local Planners How to rough draft a. Number of from outline. How to make correct persons in original reports on a given area. typewriter. More than area can cussion by using support. ected class members 3. Medical Assoc. panel leaders. Population growth. 4. Dept. of Health, Education and Steps taken thus far Welfare. on population growth. B. Better housing study o be done for control. in areas of poor er discussion, students conditions. C. Housing for elderly hange papers and make as to bring cections found or OK together into one for printing. unit. Students in class could ather pictures on opulation of a rural, rban or city and show the areas as to concen-ration of (cont.)

Resource and Reference Materials	Continued and Additional Sug
Publications:Education for Survival, US Dept.HEW, I-C-E (V.F.)Too Many People, Kimball Richard,190 Ki I-C-E RMCPopulation (Carc index-localIlbrary)America the Raped, Gene Marin,Discus books by Avon	I. (cont.) person per square mile 2. Local school condition increases and space re
Audio-Visual: Film: 230 Family Planning, I-C-E RMC Walt Disney Ed. Mtl's Co. Cities In Crisis, What's Happening #6843 BAVI	
<u>Community:</u> Housing Authority Committee in county Zone planning committee	

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ed and Additional Suggested Learning Experiences t.) erson per square mile. ocal school conditions as school population ncreases and space remaining stationary.

	C <u>4. An adequate supply of</u> O <u>water is essential to li</u> C P T BEHAVIORAL OBJECTIVES	
-70-0135-2 Project I-C-E	<u>Cognitive</u> : The student is able to name source of local water supply. Student can list ways to conserve water. <u>Affective</u> : The student has become aware of excessive consumption of water. Student appreciates the value of pure water. <u>Skills to be Learned</u> Improvement of vocabulary Report writing Increase shorthand speed Increase typing speed Summarize & draw	I. Student-Centered in class II. activity A. Students see film or filmstrip. B. Speaker talks to the students on sources of local water supply. 1. Importance to the community. 2. Future outlook of pure water for: a. Local area b. State c. Nation C. Students will transcribe notes taken during research and type a brief
ESEA Title III - 59-70	conclusions Proofreading Duplication process	 report, in the correct style. D. Students will write letters to local or area businesses asking them to explain what they are doing about water pollution abatement. 1. Students exchange papers and proofread. 2. Students retype if needed E. Letters are discussed as to content and are revised if necessary. F. Better letters can be dupli- cated. Class will practice. (cont.)

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Discipline AreaBus	siness Education
Šubject <u>Cle</u>	erical & Secretarial Office
Problem Orientation 1	Practice Nater PollutionGrade12
SUGGESTED LEARNIN	
Centered in class	I. Outside Resource and Community Activities
ts see film or	A. Member of local water
rip.	· commission will speak
r talks to the	to the class on present
ts on sources	trend and outlook for
al water supply.	supply of pure water. B. Use of library to
ortance to the	conduct research on
munity. ure outlook of pure	water supply. Take
er for:	notes in shorthand.
Local area	1. Causes of pollution.
State	2. Prevention of
	1 1 1

Prevention of Ζ. pollution. ts will transcribe 3. Correction process. C. rield trip to water taken during ch and type a brief treatment plant. , in the correct 1. Students to take notes in shorthand about field trip.

ts will write letters al or area businesses them to explain what re doing about water ion abatement. lents exchange papers proofread. dents retype if needed. are discussed as to t and are revised if ary. letters can be dupli-

Class will practice)



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Resource and Reference Materials	Continued and Additional S
Publications: Post Cresent, February 27, 1972. <u>A Primer on Waste Water Treatment</u> , VF U.S. Dept. of Interior, 1969.	I. (cont.) typing letters and tak
<u>Audio-Visual</u> :	
Film: <u>Mater Pollution</u> , #7875 BAVI	7
Filmstrip: Biology - The Ecclogy Crisis -	<u>א</u> ענ
Pollution, QED Products	
Local Businessmen Local Water Commission	~ 0

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s Materials	Continued and Additional Suggested Learning Experiences I. (cont.)
y 27, 1972. <u>er Treatment</u> , terior, 1969.	I. (cont.) typing letters and take timings on typewriter.
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y <u>Crisis -</u> ucts	
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C 5. An adequate supply of cl O air is essertial for life. C P T		
BEHAVIORAL OBJECTIVES Cognitive: The student will type up sources of air pollution in tabulation form: Company - Products - Source of Pollution Affective: Student will become more awcre of causes of air pollution, Student will become aware of the control methods which could be used. Skills to be Learned Typing of numbers with increased speed and accuracy Tabulation Researching	SUGGESTED LEARNING EX 1. Student-Centered in class II. activity A. Show filmstrip on air pollution. B. Students discuss causes of air pollution: 1. Possible starting questions: a. Who are the local air polluters? b. What products do they manufacture? c. What controls could be placed on industry? (Specific companies) C. Students practice, type and take typing timings on material containing statistics on air pollution.	

Discipline Area	Business Education	
Subject	Secretarial & Cleri	cal Office
Problem Orientat	ion Air Pollution	Practice Grade12_

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SUGGESTED LEARNING	EXPERIENCES
SUGGESTED LEARNING ent-Centered in class ity by filmstrip on air lution. idents discuss causes air pollution: Possible starting questions: a. Who are the local air polluters? b. What products do they manufacture? c. What controls could be placed on industry? (Specific companies) idents practice, type i take typing timings on cerial containing atistics on air pollution.	II. Outside Resource and Community Activities A. Newspaper articles in library or at home of studentconcerning local air polluters. B. Research material for factsnumbers, date, etc. concerning air pollution or polluters. 1. Use library 2. Newspapers 3. City records - City Hall

Resource and Refe	rence Materials	Continued and Ad	lditional
Publications:	You Take. Lewis.		
With Every Breath Howard, Crown Pu	blishers, Inc.		
New York.			
Air and Water Pol	lution, 1-C-E RMC		
	1		
Audio-Visual:			
EC CHI Environmen	tal Pollution		
Our world RMC	in Crisis - I-C-E		
Film:			
Poisoned Air, #65	76-6577		
BAVI	,		
<u>Community:</u> Local library			
LOCAL LIDEALY			
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	C <u>6. Natural resources are</u> C	not equally Discipline Area Bus	iness <u>c</u> e
	N distributed over the eart	th or over Subject <u>Sec</u>	retar or
	C E time and greatly affect t		Rich Nati
	P		-
	life.		ual
Ę.	BEHAVIORAL UBJECTIVES Cognitive: Students make a	SUGGESTED LEARNI I. Student-Centered in class	
	list of natural resources	activity ~	II. Cac
	that make a country	A. Resource research	A A.
ы - -	prosperour and how they are used to create wealth.	 Students research types of resources in U.S. 	
Ĭ	Affective: Stidents will	and organize categories.	
I	appreciate importance of	a. Underground	
Project	natural resource to a community.	b. Surface 2. Prepare a list of	В
- []	community.	resources found in	
린	Skills to be Learned	local area.	
~	Taking notes in shorthand and transcription	3. Prepare a list of firms in area using local	С
-70-0135-2		resources.	Ŭ.
010		4. Students prepare or type	
3		analysis report on how local resources are	D
1		utilized in community	2
59.		or shipped elsewhere.	
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ess	t equally Discipline AreaBus:	iness Education
tar .ch	or over Subject <u>Sec</u>	retarial & Clerical Practice Rich & Poor
lati	Problem Orientation	
2 3 4	uality of	and the second second
EX	SUGGESTED LEARNI	NG EXPERIENCES
1.	. Student-Centered in class	II. Cutside Resource and
С	activity	Community Activities
Ă	A. Resource research	A. Use library references
	1. Students research types	for finding list of
	of resources in U.S.	resources.
	and organize categories.	1. Area distribution
	a. Underground	in U.S.
в	b. Surface	B. Community leaders will
		speak to class and tell
	2. Prepare a list of	how their firms use
	resources found in	raw materials.(Natural
	local area.	
С	3. Prepare a list of firms	resources) C. Students make a survey
<u>د</u>	in area using local	
	resources.	of the importance of
	4. Students prepare or type	resources for jobs in
_	analysis report on how	the community.
\mathbf{D}	local resources are	D. Field trip in an area
	utilized in community	using natural resources.
	or shipped elsewhere.	1. Student observes
		type of materials
		being used.
		2. Vaste from resource
-		materials and
		disposition.
E		E. Student returns to
		classroom and makes out
		an outline of facts
		observed on trip.
F.		F. Prepare rough draft.
F · G		G. Type resource material
Ĩ		into a final report
		for publication.

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4 er 4	Resource and Reference Materials Publications:	Continued	and A
, .	Man's Control of the Environment		
:	Congressional quarterly, 1970, DNR, Madison, Vi.		-
	The Delight Destroyérs Coo		-
	Laycoch, I-C-E RMC 150 La		
r			
	<u>Audio-Visual:</u> Kt 5 Eye Gate House, Inc.		
	Aggradation-Degradation		
с 5 г	I-C-E RMC Conservation of Natural Resources,		
i ·	#0467, BAVI		
3 5 1			
1. S. 1. S.	Community:		
¢.,	Local leaders concerned about		
	local natural resources Government:		
	State Dept of Resources		
1- 1- 1-	Federal Dept of Interior Paper Mill personnel		
· · · · ·	super mill personnel		
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Continued and Addition	al Suggested Learning	Experiences	
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	C <u>7. Factors such as facili</u> O <u>transportation, economic</u> C <u>population growth, and in</u> P	conditions,	Discipline Area Subject Problem Orientati	Clerica	S,
ESEA Title III - 59-70-0135-2 Project I-C-E	T leisure time have a great changes in land use and c BEHAVIORAL OBJECTIVES Cognitive: The student can list ways that changes in population trends will effect him. Affective: The student realizes that population trends will effect him positively or negatively in relation to finding employment. Skills to be Learned Write an application letter Typing report form Shorthand skills Tabulation	I. Student activity A. Stude 1 or Secre notes the c longh 1. Stude 10 10 10 10 10 10 10 10 10 10 10 10 10	pulation density. SUGGESTED Li -Centered in class nts watch filmstri 2 of Kit 14. tarial students ta in shorthand and lerical students u and. udents transcribe tes in report form cluding tabulation report. scussion: Reason for increa or decrease in population growth Effect of populat change on student Effect of changes land use on peopl ats discuss employ tion in relation t	II p hke ise ise in e. ment o sis. oy- etter ecific	e plattdrre goniiDa b c duudefida utpAefida b

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Discipline Area	Business H	Iducation
s, Subject	<u>Clerical 8</u>	Secretarial Office
Problem Orientati e on	ion <u>Populati</u>	Practice ion Growth Grade 12
population density.	A DATA DA	ANARC
SUGGESTED LE ent-Centered in class ity udents watch filmstri or 2 of Kit 14. cretarial students ta tes in shorthand and e clerical students to nghand. Students transcribe notes in report form including tabulation in report. Discussion: a. Reason for increa or decrease in population growth b. Effect of populat change on student change on student c. Effect of changes land use on peop udents discuss employ tuation in relation to pulation. Areas of state where employment is in cri Fields in which employ ment will grow. udents will write a application for a sp b in the field of eco	II. C CC CC A. A. A. A. A. A. A. A. A. A. A. A. A.	outside Resource and ommunity Activities Speaker from area technical school could speak on: 1. Employment trends 2. Changes in types of employment. 3. Predictions for future employment

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Resource and Reference Materials	Continued	22-1		
Publications:	Onernded	and	Additional	Sugg
Local newspaper articles on population growth.				-
				-
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				1
<u>Audio-Visual:</u> Kt 14 - <u>The Ecological Crisis</u> ,				
Film:				
Man Uses and Changes the Land, #6389 BAVI				
Population Problem: U.S.A. Seeds of Change,				
Feeds of Change,				1
Community:				
Local technical School				
DNR City Planning Commission				
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Continued and Additional Suggested Learning Experiences



59-70-01.35-2 Project I-C-E	C 8. Cultural, economic, political factors detern of man's values and att: P T toward his environment. BEHAVIORAL OBJECTIVES Cognitive: Students can list results of pollution abatement upon company involved, its employees and its economy. Affective: The students realize the difficulties involved in cleaning up rivers and air. Skills to be learned Use of calculator to add, subtract, divide and multiply.	mine status Subject <u>Secr</u> <u>itudes</u> Problem Orientation <u>SUGGESTED LEARNI</u> I. Student-Centered in class activity A. Students are assigned to read articles on the cost of fighting pollution. Discuss: I. Cost of pollution abatement equipment. 2. Results on profits. 3. Results upon economy of some mills closing down. B. Using adding machines and calculators, students do problems in calculating: I. Total cost of equipment. 2. Percent of increase or decrease in consumption of product.
ESEA Title III - 59-70-01.35-		problems in calculating: 1. Total cost of equipment. 2. Percent of increase or decrease in consumption
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s:	tus	Discipline Area <u>Bu</u> Subject <u>Se</u> Problem Orientation	cretarial & Clerical Office Costs of Fighting Practice	
•	<pre>ivity Student read ar of figh Discuss 1. Cost abat 2. Resu 3. Resu 3. Resu Some Using a calcula problem 1. Tota 2. Perc decr of p 3. Perc decr Student materia fightin Student</pre>	Sentered in class is are assigned to ticles on the cost ating pollution. of pollution tement equipment. This on profits. This upon economy of mills closing down adding machines and ators, students do as in calculating: The cost of equipment tent of increase or tease in consumption product. The dictation on about cost of management of the stranscribe their on typewriter in		
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Resource and Reference Materials	Continued and Additiona	iti
-Publications:	Complete and Martina	
Post Crescent, February 27, 1972. Page 1		
VF <u>Clean</u> Air for (ur Community,		
1509, $1-C-E$ RMC		
Man in the Web of Life, I-C-E RMC VF So You're Going to the Beach!		
I-C-E RMC	· · · · · · · · · · · · · · · · · · ·	
	-	
Audio-Visual:		Į
Film:		•
Pollution is a Matter of Choice, #7437-7438 BAVI		5
#1437-1430 BUVI		
Community: Local paper mill		ŀ
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N <u>manipulate</u> , and C E <u>environment</u> . P T <u>BEHAVIORAL</u> OBJEC	TIVES	Discipline Are Subject Problem Orient SUGGESTED 1
Cognitive: The stu lists ways in whic environment (trees be protected. The student can compose letter. Affective: The stu becomes aware of recycling efforts realizes to is hell the environment by buying produces ma recycled paper. Skills to be Learne Composing letters Proper filing pro Dictating skills Improvement of show vocabulary Transcription skills	dentI. Student- activityh ouractivity) canA. Studen article alearn: learn:dentrec theand2. The etcde ofB. Studen compande ofB. Studen companedOf discusdurecommen their paper.thandE. Studen composi other. transci	Centered in class ts are assigned es or sources to ch companies use ycled paper in ir products. products themselve ebooks, phone books ts prepare a list o ies. ition letter is sed. s are composed, ding companies on use of recycled ts dicrate their ed letters to each

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Discipline Area <u>Business Education</u>

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Subject	ecre <u>tarial & Clerical Office</u> Destroying Our Practice
Problem Orientation	n <u>Natural</u> ResourcesGrade 12
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SUGGESTED LEAR	NING ACTIVITIES
. Student-Centered in class	II. Outside Resource and
activity	Community Activities
A. Students are assigned	A. Field trip to
articles or sour is to	recycling plant.
learn:	B. Students bring in as
1. Which companies	many samples of
recycled paper in	recycled paper as he
their products.	can find citing:
2. The products themselves -	1. Where is the paper
n cebooks, phone books,	waste obtained
etc.	used in recycling?
B. Students prepare a list of	2. What difficulties
companies.	are found in
C. Composition letter is	making use of
discussed.	waste paper.
D. Letters are composed,	
commending companies on	
their use of recycled	
paper.	
E. Students dictate their	
composed letters to each	
other. They are then	
transcribed and discussed	
as to composition.	
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Resource and Reference Materials	<u>Continued</u>	and	Additional	0.
Publications: Post Crescent, February 27, 1972. <u>Trees for Tomorrov</u> , Eagle River, Vi. Bulletins of various kinds			÷,	
· .				
Audio-Visual: Films: <u>Recycling</u> , #3970 BAVI <u>Man's Impact on His Environment</u> , #2996 BAVI	·			
<u>Community:</u> Action of local group and government on recycling of paper				

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# ontinued and Additional Suggested Learning Experiences

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	)		Discipline Area Subject Problem Orienta	· · · · · ·
[ - 59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES Cognitive: Students will list the "free goods' of the environment. Students vill write a paper evaluating the local use of these "free goods" and their effects. Affective: The students will form judguants as to their responsibilities concerning these "free goods". Skills to be Learned Researching Typing Note taking (shorthand) Evaluating Typing an outline form Preparing a manuscript Composition	activit A. Stud whil (FS in a B. Stud for in a C. Stud from 1. 0 2. 1	SUGGESTED nt-Centered in clas ty dents will take not le viewing filmstri st 3). Then type n an outline form. dents are given fol keeping gathered d developing this con dents take notes on eches or research w e up notes. dents organize note m folder: Compose/prepare a manuscript developi the idea "abure of free goods" as gath from filmstrip, res and speeches. Manuscript will be correct order inclu a. Title paper b. Table of content c. Bibliography	s nt ty es de p le otes s an ders de ata k cep de ide ork so re s ide ce s ide fr ear fr ear fr ear fr ear fr at a co s ide s

Discipline Area _	Business Education
Subject	Secretarial & Clerical Office
Problem Orientati	Quick Profits vs Practice on Long-term Envir. Grade 12 Losses

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## SUGGESTED LEARNING EXPERIENCES nt-Centered in class II. Outside Resource and Community Activities ty dents will take notes A. Students view community industrial le viewing filmstrip areas to observe st 3). Then type notes their uses of "free an outline form. goods". dents are given folders B. Use of library to keeping gathered data developing this concept. research current publications dents take notes on eaches or research work. concerning environmental losses caused e up notes. idents organize notes , by industry. om folder: C. Speaker from local manufactu: ng company: Compose/prepare a manuscript developing the idea "abuse of 1. Paper mill 2. Mining company free goods" as gathered 3. Construction from filmstrip, research company and speeches. Manuscript will be in correct order including: a. Title paper b. Table of contents c. Bibliography

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Resource and Reference Materials	Continued	and	Additional	
Publications:			•	
Pollution Property & Prices,				
I-C-E RMC VF Environmental Science Center,				
I-C-E RMC				
America the Raped, I-C-E RMC				
millica the Raped, i o b lato				
t				
·				
Audio-Visual:				
FS St 3 Urban Ecology: Six Microsystems, I-C-E RMC Kt 5 Aggradation-Degradation,	·			
Microsystams, I-C-E RMC				
Kt 5 Aggradation-Degradation,				
I-C-E RMC				
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Commun <u>ity</u> :				
Speaker from local industry				
DNR				
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<ul> <li>Cognitive: Students fist vays to lower consumption of supplies in office and school.</li> <li>Affective: Student becomes cconomical minded in personal usage of supplies and the supplies of emp' byers.</li> <li>Skills to be Learned Prepare budget for purchase of supplies</li> <li>N Skills to be Learned prepare budget for purchase</li> <li>N Students fist student observed in A. Discuss ways of controlling the inventory of supplies.</li> <li>B. Explain how supplies can be conserved.</li> <li>C. Obtain forms to record inventory.</li> <li>D. Record receipts on forms.</li> <li>E. Have individuals sign for supplies used and make a record as to usage by individual.</li> </ul>			
Nor compounded, produce significantSubjectSecretaCenvironmental alterations over time.Problem Orientation WasiPT		C <u>11. Individual acts, duplicated</u> Discipline Area <u>Busi</u>	ness
E       environmental alterations over time.       Prostem offentation (Master alteration (Master alteratit)))) <li></li>		N or compounded, produce significant Subject Secre	<u>etar</u>
TSUGGESTED LEARNINGBEHAVIORAL OBJECTIVESSUGGESTED LEARNINGCognitive: Students list vays to lower consumption of supplies in office and school.I. Student-Centered in classAffective: Student becomes ccononical minded in personal usage of supplies and the supplies of emp' overs.I. Student-Centered in classB. Explain how supplies can be conserved.C. Obtain forms to record inventory.B. Explain how supplies can be conserved.C. Obtain forms to record inventory.C. Obtain forms to record inventory.C. Obtain forms to record inventory.C. Skills to be Learned of suppliesC. Of supplies of suppliesC. Of suppliesC. Skills to be Learned of suppliesC. Of suppliesC. Of suppliesC. Of suppliesC. Of suppliesC. Obtain forms to record inventory.C. Obtain forms to record inventory.C. Obtain forms to record inventory.C. B. Explain how supplies on forms. individuals sign for supplies used and make a record as to usage by individual.		C E <u>environmental alterations over time</u> . Problem Orientation <u>M</u>	aste
Cognitive:Students listuays to lower consumption of supplies in office and school.1. Student-Centered in class1.Affective:Student secomes cononical minded in 		P T	Ŧ
Cognitive:Students listuays to lower consumption of supplies in office and school.1. Student-Centered in class1.Affective:Students list activity1.Affective:Student becomes 		SUGGESTED LEARNI	NG E
<ul> <li>Prepare charge out system to know who uses supplies Inventory control by periodical inventory</li> <li>Hake an inventory check at end of period.</li> <li>Have class write up:</li> <li>A program of inventory control as a final report.</li> <li>A final report on inventory control for personal or business affairs.</li> </ul>	Title III - 53-70-0135-2 Èroject I	Summetric is students list ways to lower consumption of supplies in office and school.I. Student-Centered in class activityAffective: Student becomes connoncial minded in personal usage of supplies and the supplies of emp'overs.I. Student-Centered in class activitySkills to be Learned Prepare budget for purchase of suppliesC. Obtain forms to record inventory.Skills to be Learned Prepare charge out system to know who uses supplies Inventory control by periodical inventoryF. Make an inventory check at end of period.Generation CommissionF. Make an inventory check at end of period.Generation Prepare of suppliesF. Make an inventory check at end of period.Generation Prepare of suppliesF. Make an inventory check at end of period.Generation Prepare of inventory control as a final report.F. Main report on inventory control for 	

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id	Discipline Area <u>Busi</u>	less Educati	ion	
<u>cant</u>	Subject <u>Secr</u>	tarial & C	<u>lerical P</u>	<u>ractice</u>
<u>time</u> .	Problem Orientation M	ste of Sup	p <u>liës</u> Gr	ade <u>12</u>
			-	-
	SUGGESTED LEARNI	IG EXPERIEN	CES	р <u>ан</u> ана Алариана А Алариана Алариана Алари
Activity A. Discu the i B. Expla Conse C. Obtai inven D. Recor E. Have suppl recor indiv F. Make at en G. Have 1. A co re 2. A in pe	-Centered in class ss ways of controlling nventory of supplies. in how supplies can be rved. n forms to record	II. Outsid Communi A. A lo speal land B. Area Comm in 1 C. Get uses of 1 D. Visi for inve E. Spea	e Resourc ty Activi cal plann k to clas developm Planning ittee on ocal area inventory and use. t a local materials ntory pro- ker from inventory	ties er s as to ent. Jand use i of land jection plant s on pcedure. business
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Resource and Reference Materials	Continued and Additional Suggested
Publications:	
The Only Earth We Have, Pringle,	
Macmillan Co., N.Y.	
Urban America, Branson, Scott-	
Foresman & Co.	
Investigating Man's World,	
Scott-Foresman & Co.	
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Audio-Visual:

r L Luis :	-			
City and	its Region,	#5893	BAVI	
Stuff We	Throw Away,	<b>#7923</b>	BAVI	

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Community: Leaders of material handling people to talk to class on inventory control against waste.

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ESEA Title III - 59-70-0135-2 Project I-C-E	C 12. Private ownership m N regarded as a stewardsh C not encroach upon or vi P T individual right of oth BEHAVIORAL OBJECTIVES Cognitive: Students will predict the consequences of present trends in the world of industry to use the env-ronment for their own use, without regard for others. They will give examples by listing industries in the state where abuse occurs. Affective: Students will be able to weigh the alternatives available to industry concerning their disregard for property, "free goods", and the rights of others. Skills to be Learned Typing of reports Organization of data Report preparing Chart preparation	ip_and_should olate_the ers I. Student-C activity A. As an i student I. The 2. Junk B. Student industr prepari card fo I. The arra the list 2. The a ch spec poll fact resp on b C. The stu report predict present I. This corr titl D. Student conclus	s research the y of the state; ng a 5" x 7" inde or each industry. cards will be nged according to leading violator ed first, etc. student will prepare if areas of ution where manu- urers have a onsibility. (Char ack) dents will prepare to explain chart a consequences if trend continues. will be typed in ect report form will e page, etc. will send the fit ions to area news	<u>Clêr</u> ion <u>ARNIN</u> 1ms: x are and t t hal
E		D. Student conclus	will send the fir	-

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Discipline Area Business Education

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-	<u> </u>	INC DYDER FINGER
	SUGGESTED LEARN I. Student-Centered in class activity A. As an introduction, the students ill view the films 1. The Stream 2. Junk Dump B. Students research the industry of the state; preparing a 5" x 7" index card for each industry. 1. The cards will be arranged according to the leading violator listed first, etc. 2. The student will prepare a chart showing the specific areas of pollution where manu- facturers have a responsibility. (Chart on back)	<ul> <li>the report and chart on pollution causes in the state.</li> <li>B. Students contact local and regional manu- facturers to gather information about their efforts to control their present pollution level.</li> <li>C. A group of students (4-5) to contact DNR representative to gather data concerning the state's new anti-pollution</li> </ul>
~		new anti-pollution laws. (If a Pollution Abatement Commission available, contact them.)
	D. Student will send the final conclusions to area news- paper for possible (cont.)	

Resource and Reference Materials		inued an	d Additi	onal Sug	g
Publications:		cont.)			
America the Raped, I-C-E RMC	Ď P	ublicatio	ôn. Als	o send t	t
150 La The Diligent Destroyers,	Ş	tate Asso	embly re	presente	àt
I-C-E RMC	· 1	. Chart v	will be	included	Ì.
VF Invironmental Science Center,	*	-			•
I-C-E RMC	-		-	-	
VF Scientists Inst. for Public	- -		Ť	YPES OF	
Information, I=C-E RMC	े न	Name of	· · · · · · · · · ·		Ţ
Pollution Property & Places,		Company	Human	Water	ļ
I-C-E RMC	-				1
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# Continued and Additional Suggested Learning Experiences I. (cont.)

publication. Also send to Congressman, Senator or : State Assembly representative. 1. Chart will be included.

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TYPES OF POLLITTON

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(Place a (v) check in square where a specific type of pollution occurs. Under column heading "Name of Company", list the companies where research was conducted.)

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	C. <u>1. Energy from the sun</u> ,	the basic	Discipline Area	Busi
	N source of all energy, i	s converted	Subject	Book
	E through plant photosynt	<u>hesis into a</u>	Problem Orienta	tion <u>E</u>
	T <u>form all living things</u> life processes.	can use for		nin
	BEHAVIORAL OBJECTIVES		SUGGESTED	LEARNI
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<u>н</u> -С-Е -Г	procedures for a green.	· · · · · · · · · · · · · · · · · · ·	a chart of accou	
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sun, the basic Discipline Area Busines: Education Subject gy, is converted Bookkeeping osynthesis into a Problem Orientation Energy Source Grade 10-12 iings cân use for SUGGESTED LEARNING EXPERIENCES VES e I. Student-Centered in class 11. Outside Resource and ing Community Activities A. Field trip to local activity ·11• A. Design a chart of accounts lišt greenhouse/nursery. for a greenhouse and to Observe the use of nursery. 1. Write, visit or phone a r sun energy in local greenhouse and production. 7111 B. Speaker from other nursery. Find out what ness the titles of the industry. Discuss the type of energy____ ergy accounts are that they used in his use in their accounting business and its process. effect on our total B. From pre-determined account intal balance, complete: 1. Trial balance energy resources. ses phs 2. Income statement 3. Balance sheet C. Research the profits of the business and the part the sun's energy played in the profit. D. Contact other businessmen: 1. Study other businesses in the area to learn how they use energy. 2. Trace their energy source back to the sun's energy. E. Impress upon students that all business as well as life, needs energy for its

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C 2. All living organisms into C themselves and their environ C forming an intricate unit of T an ecosystem. BEHAVIORAL OBJECTIVES Cognitive: The students Will establish an analogy between the assets, liabilities, and the proprietorship of our economic system and its parallels to an ecosystem. Affective: Students curlosity aroused as to the parts of equation correlation, assets, liabilities and proprietorship to the way it is used in an ecosystem. Skills to be Learned Problem solving: Decision making Planning work Conclude the above skill into a final report	onment, called . Student-C activity A. At the the stu have a of the equals proprie B. Review bookkee of this environ Questio 1. Natu minu Huma envi 2. Our Indu Depl Reso C. Student concern equatio At the 1. Student copir regation this equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equation concern equ	Subject Problem Oriental SUGGESTED Li entered in class end of the 4th we cents of bookkeen good understandin equation - Assets liabilities plus torship. fundamentals of ping and the uses thinking on mental concepts.	Bookk B tion EARNINC ek, ing g
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Problem Orienta	tion Equation Grade 10-12
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SUGGESTED I	EARNING EXPERIENCES
<ul> <li>Student-Centered in class activity</li> <li>A. At the end of the 4th we the students of bookkeep have a good understandin of the equation - Assets equals liabilities plus proprietorship.</li> <li>B. Review fundamentals of bookkeeping and the uses of this thinking on environmental concepts. Questions: <ol> <li>Natural Resources minus Industrial &amp; Human Depletion equal fundamental status.</li> <li>Our environmental status.</li> <li>Our environment equal Industrial &amp; Personal Depletion plus Natura Resources.</li> <li>C. Students will write common as a home assig At the next meeting: <ol> <li>Students orally voice opinion from notes, regarding the changing the changin</li></ol></li></ol></li></ul>	II. Outside Resource ind Community Activities A. Business reports as to usage of resources and result on elements of the equation. B. Visit local business and see how resources are used for the means of impact on our environment and the profit decision arrived. S. s. 1 hents and gof new

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Resource and Reference Materials	Continued and Additional Sugges
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results of operations.	is needed.
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Audio-Visual: Film: Seeds of Destruction, #3327 BAVI Transparency use	
<u>Community:</u> Speaker from a business using	
natural resources	-
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	Audio-Visual: Film: Seeds of Destruction, #3327 BAVI

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	<ul> <li>changés (eg. Slow down use of resources.)</li> <li>a. Tape record oral discussion.</li> <li>b. Play back remarks and stop tape when a remark is needed.</li> </ul>	÷
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ESEA Title III - 59-70-0135-2 Project I-C-E	BEHAVIORAL OBJECTIVES Cognitive: Students explain, orally, the value of natural resources to business success. They must be specific and use examples. Affective: Students analyze relationship between assets and liabilities in businesses that face financial difficulty bacause of limited natural resources. Skills to be Learned Problem solving Brainstorming Letter writing Discussion Analyze balance sheet	activi A. Sta bus nat soo fac Sol 1. 2:	i i i i i i i i i i i i i i i i i i i	A 1 culty. ance can and, ery) and to to

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sine       are limiting       Discipline Area       Business Education         backd       Subject:       Bookkeeping         Crying       Grade 10-12         regeneity.       Grade 10-12         regeneity.       Successed	1. 1. 4 <b>1</b> 1. 1. 1. 1.	-					
CeCarrying CapacityCarrying Capacityig capacity.Successed in class activityII. Outside Resource and Community Activitiesin 1. Student-Centered in class activityII. Outside Resource and Community Activitiesis activityCommunity Activities A. Start with concept: A business losing their natural resources will seII. Outside Resource and Community Activities A. Have students write letters to a. small business administra- tion asking about loans to financially troubled small businesses.yand face financial difficulty. Solutions:II. Could analyze balance sheet. Students can see how assets (land, buildings, machinery) take care of the liabilities and expenses.B. Field trip to local industry that uses one or more local natural resources. Use to show both business principles and environmental principles.2: Alternate route: Should a business borrow more money and go deeper in debt to solve problems or convert machinery to use a different resource?Use to show both	sin	are.	<u>limitin</u> g	Discipline Area	Busi	ness Educatio	<u>ñ</u>
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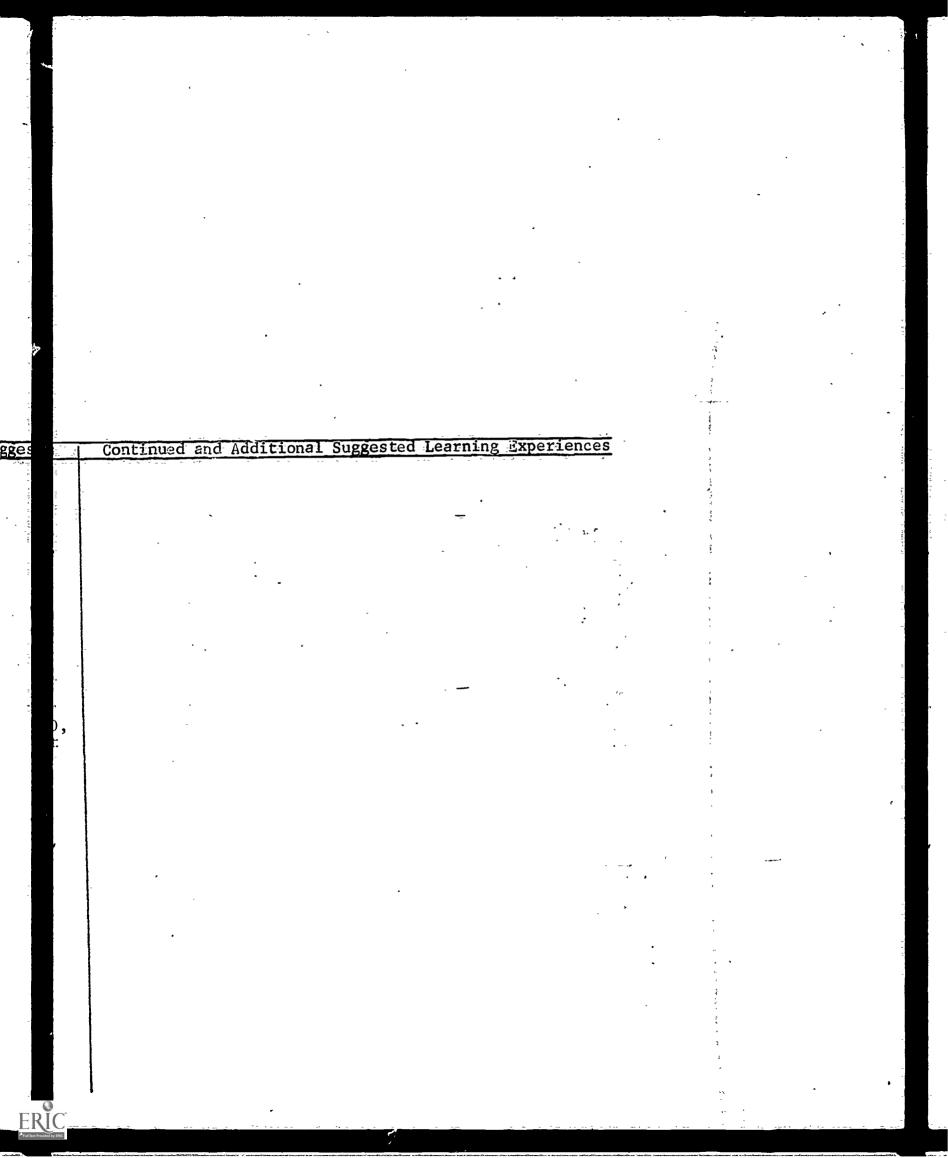
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Resource and Reference Materials	Continued	and	Additional	Cuencia
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Publications: 100 Ma Congressional Quarterly, 1970, Man's Control of the Environment, I-C-E RMC The Limits to Growth, Donella H. Meadows, Universe Books, \$2.75.	· · ·	•		
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<u>Audio-Visual:</u> Filmstrip: Kt 5 Eye Gate House, Inc. 1970, <u>Aggradation - Degradation</u> , Set of 10, I-C-E RMC			- -	-
<u>Community:</u> Speaker - Local bank to discuss how to analyze a business for a loan			•	
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	1970, <u>Man's Control of the</u> <u>Environment, I-C-E RMC</u> <u>The Limits to Growth</u> , Donella H. Meadows, Universe Books, \$2.75. <u>Audio-Visual:</u> Filmstrip: Kt 5 Eye Gate House, Inc. 1970, <u>Aggradation - Degradation</u> , Set of 10, I-C-E RMC	1970, <u>Man's Control of the</u> <u>Environment, I-C-E RMC</u> <u>The Limits to Growth</u> , Donella H. <u>Meadows</u> , Universe Books, \$2.75. <u>Meadows</u> , Universe Books, \$2	1970, <u>Man's Control of the</u> <u>Environment</u> , I-C-E RMC <u>The Limits to Growth</u> , Donella H. <u>Meadows</u> , Universe Books, \$2.75. <u>Meadows</u> , Universe Books, \$2.	1970, <u>Man's Control of the</u> <u>Environment</u> , I-C-E RMC <u>The Limits to Growth</u> , Donella H. <u>Meadows</u> , Universe Books, \$2.75. <u>Audio-Visual:</u> Filmstrip: Kt 5 Eye Gate House, Inc. 1970, <u>Aggradation - Degradation</u> , Set of 10, I-C-E RMC <u>Community:</u> Speaker - Local bank to discuss how to analyze a business for

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Cognitive: describe or of added ex financial s potential s to offset t expenses. <u>Affective:</u> free use of resources a their great Skills to b Interviews Outside Res	Appreciation of ligited and avareness of value. be Learned search tement: analysis class	act A. B.	ivity Questio 1. Is w 2. Shou limi or s char Student intervi busines for the 1. Adde wate 2. Sewe use? Teacher User's concept 1. Poll are prod 2. Does righ	and studer Fee vs "Fre	class r peri imit of be be f be a to or er expe on wate of wate of wate of wate ats dis ee Good ement of erating s have free go	od. ed? ree for for er scus is" cost. the pods

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ct	activity A. Questi	on and answer p water supply li	eriod. mited?	A. Gove sent	rnment repre- ative to explain
renue	2. Sho	buld the use of nited resource b	e free		ge for sewer tax led against water sumption.
of	cha B. Studei	should there be arge for use? nts assigned to		B. Read	tion of business manufacturing ns as to sewer
of	inter busin	view industry o essman – water (	r expense		charge.
	1. Ad wa	heir operation. ded expense to ter use?			
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Conserving Our Water and Cleaning the Air, American Petroleum					ea
Institute, 1963.	,			÷.	D
VF Dept. of the Interior, 1970,		,		2	×7
Clean Water? It's Up To You,				-	Ľ,
receral water Guality Admin					د :
VF 1970, Vanted for Murder					
rater pollution poster	-				
Federal Vater Pollution Control	•	,			ht
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Set of 5 filmstrips discussing					t
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		0 N <u>essential because most orga</u>	nisms	Subject	Bookke
		C E depend on oxygen, through r	espiration,	Problem Orientat	ion for ar
1	4 \$	P T to release the energy in th	neir food.		<u>:</u>
	ł	BEHAVIORAL OBJECTIVES		SUGGESTED LEA	
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	13 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	installing air quality	A. Teache	er and students ss guidelines	
		control for local, regional, and state areas. eg. Fox	approp	oriate to learning	LO S DX
	c t	River Affective: Students'	the bo concer	ookkeeping area, ning air quality	
	Project	curiosity is croused as	contro	51.	3
	Pr(	<pre>/they observe the cost to build air_control devices.</pre>	variou	re letters to is businesses on	20 20
	-2	Skills to be Learned	anti-r thev u	pollution that use (time, reason,	
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	-70-0135	Cost analysis Interview methods	Stu	idents will role	
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	ł			and figure out he the company would	d
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for	rough r	cespiration,	Problem (	Drientat	icn <u>f</u>	Hidden Costs or Pure Air	Grade 10-	<u>-1</u> 2
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NG I	3S	<del>المردي بي الشريخ عن التي معني المرد العربي المعاد ال</del>	SUGGES	STED LEA	RNING	EXPERIENCES		
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Resource and Reference Materials <u>Publications:</u> Local industry's arnual report Local newspaper Wall Street Journal New York Times articles concerned with pollution laws EPA - DNR air quality standards	Continued and Additional Suggested I. (cont.) questions for role player 2. Prepare to challenge the VARIATIONS: Role - Board of Directors an or Business Leaders vs Envir C. Use overhead to show, with a pollution costs can be passe
<u>Audio-Visual:</u> Cverhead <u>Smor</u> , stimulation game I-C-E RMC KT 9 <u>America is in Trouble</u> , I-C-E RMC	•
<u>Community:</u> Rep. of local industry DNR air pollution specialist City air pollution inspector	
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## Continued and Additional Suggested Learning Experiences

I. (cont.)

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questions for role players. 2. Prepare to challenge the role players. VARIATIONS:

Rôle - Board of Directors and Accounting Staff or Business Léaders vs Environmentalists C. Use overhead to show, with a flowchart, how anti-

pollution costs can be passed on to the consumer.

	C <u>6. Natural resources are no</u> 0 <u>distributed over the earth</u> C <u>time and greatly affect the</u> P	<u>or over</u> Subject <u>Boy</u> Presentation Problem Orientation I
ESEA Title III - 59-70-0135-2 Project I-C-E	T conditions and quality of <u>BEHAVIORAL CBJECTIVES</u> <u>Cognitive</u> . Student will relate orally the percentage differences between production costs in various areas of the country. <u>Affective</u> : The student will appreciate the relationship between plant location and location of natural resources and costs. <u>Skills to be Learned</u> Letter writing Interviewing Analysis of annual reports Preparing written reports	SUGGESTED LEARNING 1. Student-Centered in class activity A. Compare and contrast in oral reports, the revenue, costs and expenses of plants or factories producing similar products in different locations. 1. Get annual reports for corporations in area of interest. 2. Note the following for comparison - purchases, freight cost, labor cost and overhead cost. B. Write a final report as to why various companies are located in the present community of operations. 1. Report could cover a number of the following questions: a. What social costs are payable in various taxes? b. What does pollution cost a company? c. What environmental costs result (cont.)

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<u>B</u> t	equally Discipline Area B	isiness Education
<u> </u>	over Subject <u>B</u>	ookkeeping
_on	eographic Problem Orientation	Profit Analysis & Plant Location Grade10-12
-	2.	
IINC	SUGGESTED LEARNIN	G EXPERIENCES
	. Student-Centered in class	III. Outside Resource and
	activity	Community Activities
	A. Compare and contrast in	A. Gather corporation
:,	oral reports, the revenue,	reports from
	costs and expenses of	corporations,
	plants or factories	brokerage houses or government units.
:s	producing similar products	B. Interview local
•	in different locations.	business heads of
f	1. Get annual reports for corporations in area of	manufacturing firms.
	interest.	1. Sales manager
•	2. Note the following for	2. Marketing manager
,	comparison - purchases,	3. Production or
st	freight cost, labor cost	
	and overhead cost.	-
.0	B. Write a final report as to	
:	why various companies are	
	located in the present	
	community of operations.	
	1. <u>Report</u> could cover a	
·8	number of the following	
	questions:	
re	a. What social costs are	
	payable in various	
	taxes?	
	b. What does pollution cost a company?	
	c. What environmental	
)	costs result (cont.)	
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Resource and Reference Materials	Continued and Additional Sugge
Publications: American Petroleum Institution: Bulletin board displays on natural resource locations in the United States.	<ul> <li>I. (cont.) in picking sites in urba are "economically effici d. Will present industry of for many years or more t materials (resources)?</li> <li>e. Will the concentration/g change the pleasant envi urban areas?</li> </ul>
<u>Audio-Visual:</u> Films from Américan Petroleum Institutión	
<u>Community</u> : Resource leaders of area to explain why their firm is located in given area and cheir source of raw material	

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## inued and Additional Suggested Learning Experiences

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cont.) in picking sites in urban areas because these are "economically efficient"? Will present industry of community be retained for many years or more to a new source of raw materials (resources)? Will the concentration/growth of new industry

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Will the concentration/growth of new industry change the pleasant environment of smaller .. urban areas?

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	C <u>7. Factors such as facil</u> C	itating	Discipline AreaB
	N <u>transportation</u> , <u>ēconomic</u> C	conditions,	Subject B
	E population growth, and i P T leisure time have a grea	ncreased	Problem Örientation
	T <u>leisure time have a grea</u> on changes in land use a	<u>t influence</u> nd centers of	populatión density.
	BEHAVIORAL OBJECTIVES		SUGGESTED LEARNI
	<u>Cognitive</u> : Students will write up an investigative	I. Student- activity	Centered in class
日 	report and budget on		ts split up into
	escapitioning a retsure		groups représenting
н	type business.	leisur	e types of business
Project	Affective: Students will		ren areas of the
e	become aware that develop- ment of recreational/	countr	
о Н	leisure time activities		blem areas:
ቢ	will have an environmental		Income producing activity
2			Cost of land
ີ <del>ເ</del>	considered and way even		Expenses of develop-
9-70-0135-2	be regulated nov and in		ment including site
Ö.	the future.		preparation to meet
Ó	Skills to be Learned		codes
-	Problem solving		Current operating
ŝ	Group research		expenses Amount to charge
I	Investigation		customer for activity
Н	Writing a report	f. (	Obtaining financing
III	Oral reporting		Preparing budget
a	Civic responsibility	B. Have g	roups report their
Title		findin	gs orally to the
Т,		group	and in writing to instructor.
		Lueir	instructor.
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Bating	Discipline Area	Busine	ss Educatio	<u>n</u>
B onditions,	Subject	Bookke		
influence	Problem Örientat	ion <u>Busi</u> barro	ure time ness in en areas	Grade <u>10-12</u>
Centers 01	population densit SUGGESTED LEA	Y. RNING FX	PERTENCES	
activity A. Studen small leisure in bar countr l. Prol a. b. c. d. d. g. B. Have gr findin group	Centered in class ts split up into groups representing types of business ren areas of the y. olem areas: Income producing activity Cost of land Expenses of develop ment including site oreparation to meet codes Current operating expenses Amount to charge customer for active Obtaining financing Preparing budget roups report their gs orally to the and in writing to instructor.	g s p- e t	Community A. Go to 1 give an to rese type bu land de venture B. Have ea write t of Comm state g find ou offers communi C. Review restric develop D. Prepara environ stateme E. Review	ibrary or assignment arch leisure siness and velopment s. ch group o a Chamber erce or a overnment to t costs and of various ties. code tions fcr ment. tion of mental impact nt. pending tion on land icy and

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Resource an Publications	n <u>d Reference Materi</u>	ais Con	tinued an	d Additi	onal
Newspapers <u>A Place to</u> Too Many Pe	Vall Street Jour Live, VF 100A 1-0 eople? 190Ki I-C-F VF I-C-E RMC	rnal C-E RMC S RMC			
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<u>Audio-Visual</u> One Day at color, 16r	<u>1:</u> Teton Marsh, 48 mi nin film 1C-E RMC	in.,		-	
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	r				
<u>Community:</u> Chamber of		-			
Chamber of DNR	Commerce				
Zoning-plan	nning official				
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Su	S	Continued and Additional Suggested Learning Experiences
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C <u>8. Cultural, economic,</u> N <u>political factors dete</u> C <u>of man's values and at</u> P <u>toward his environment</u>	rmine status Subject titudes Problem Orientat
BEHAVIORAL OBJECTIVES Cognitive: Students will write a budget showing costs and income of a waste collection business Affective: The students will create a mock waste collection business and possibly persist to run an actual mini concern. Skills to be Learned Problem solving Group research Interviewing Investigation Planning Communication skills	SUGGESTED LEAN 1. Student-Centered in class activity A. Have students set up a waste collection business. 1. Divide class into five areas of business. a. Paper b. Glass c. Aluminum d. Metal e. Other 2. Groups should: a. Find out how much income they could receive per ton in each area. b. Find out how they could collect, store and then sell to make a profit. c. Prepare a budget for their respective area.

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a	ial, and	Discipline Area _	Busines	s Education	<u>n</u>
	e status	Subject _	Bookkee		· · · · · · · · · · · · · · · · · · ·
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		c.			
AI		SUGGESTED LEAR			
<u></u>		entered in class		Outside Rea	
	activity			Community A	
		udents set up a ollection business.	ł.	phone or	h group write,
•		de class into five			contact to a
		s of business.		waste co.	
	a. P				and find out
					income each
					ceive per ton
	d. M		1		respective
	e. 0			area.	
		ps should:	1		tudent obtain
		ind out how much			interview
		ncome they could			ocal govern-
		eceive per ton in		ment off:	icial on any
	e	ach area.			of starting -
	b.F	ind out how they			e of business.
	C	ould collect, store	ł	1. What	responsibility
e		nd then sell to make			the business
		profit.			nity have to
		repare a budget for			ecycling by
		heir respective		provi	ding a market?
	а	rea.		2. What	responsiblity
					the government
				have	to enforce
				recyc	ling by for-
				biddi	rg the use of
					ways", etc.?
				(cont	•)
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Resource and Reference Materials	Continued and Additional Sug
Publications: <u>Daydreams and Nightmares</u> , Busch, William, 1971, 100B. <u>Community Planning Handbook</u> , <u>Ginn and Co., 1970, 100Gi.</u> Both available at I-C-E RMC	II. (cont.) C. If possible, actually business on a class of March and April, 1972 D. Type of questions for 1. Can a school spons community? 2. Kind of collection 3. How long can conta emptying? 4. What are the dispo community? 5. How are disposal f
<u>Audio-Visual:</u> Films: <u>Garbage</u> , I-C-E RMC <u>Men at Bay</u> , I-C-E RMC <u>Recycling</u> , #3970 BAVI	the second provide the second pr
<u>Community:</u> City Government officials Community Civic Ecology Groups School administration	

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## Continued and Additional Suggested Learning Experiences

II. (cont.)

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- C. If possible, actually start and run this business on a class or school level. (See March and April, 1972, I-C-E CAP.)
- D. Type of questions for student and teacher:
   1. Can a school sponsored program do this in a community?
  - 2. Kind of collection containers to meet codes.
  - 3. How long can containers stand before
  - emptying? 4. What are the disposal procedures in your
  - community?
  - 5. How are disposal funds obtained?

C 9. Man has the ability t C manipulate, and change h C environment. P	
BEHAVIORAL JECTIVES Cognitive: Students will make a cost analysis of a new industry, showing the amount co be spent on pollution abatement equipment and type. Affective: Students will discuss that industrial expansion is not necessarily progress, that growth brings growth problems as well as benefits. Skills to be Learned Problem solving Researching Letter writing Typing Knowledge of povernment services Cost benefit analysis	SUGGESTED LEARNING EX I. Student-Centered in class II activity A. Cost analysis i. Original land a. Ad valorem value b. Production value/yr. c. Tax return d. Per capita i.acome e. Environmental values 2. Land use as industrial site a. Ad valorem value b. Production value/yr. c. Tax return d. Per capita income e. Developmental cost f. Changes in environ- mental value B. Compare the difference of density in the area and see what amount of density has the most advantages per capita income. Example: Small farmers in Wisconsin average a little over \$5,000 per year income. Large farms in Arizona make over \$26,000. 1. Do they need industry to come in and give them pollution problems and less income? (cont.)

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Ad valorem value Production value/yr. Tax return Per capita income Developmental cost Changes in environ- mental value are the difference of hty in the area and see amount of density has most advantages per ta income. Example: 1 farmers in Wisconsin age a little over \$5,000 year income. Large farms tizona make over \$26,000. b they need indust_y to b the service costs when new industry moves into a mmunity How to expand ervices to control putation. Use balance sheet approach for your comparison. b they need indust_y to b the service costs when new industry moves into a mmunity How to expand ervices to control putation. Use balance sheet approach for your comparison.	:	
Problem OrientationExpenses from new industryGrade10-12SUGGESTED LEARNING EXPERIENCESt-Centered in classII. Outside Resource and Community Activitiest-Centered in classII. Outside Resource and Community Activitiesanalysisindustries doing relative to land use in expanding?Tax returnB. Prepare a letter to an industrial developer about plans for pollution control.Per capita incomeFor pollution control.Per capita incomeGradeIIPer capita incomeGradeIIPer capita incomeGradeIIPer capita incomeGradeIIPer capita incomeGradeIIPer capita incomeGradeIIPer capita incomeWhen new industryDevelopmental costMow to expand ervices to control pointion.Changes in environ- mental valueWhen new industryand difference of hty in the area and see amount of density has most advantages per ta income.Large farms toon and give them plution problems and	Discipline Area Bus	siness Education
Problem Orientation <u>new industry</u> Grade10-12 ' <u>SUGGESTED LEARNING EXPERIENCES</u> E-Centered in class ' ianalysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis 'analysis		
<ul> <li>t-Centered in class</li> <li>triginal land</li> <li>Ad valorem value</li> <li>Production value/yr.</li> <li>Tax return</li> <li>Per capita income</li> <li>Environmental values</li> <li>and use as industrial</li> <li>te</li> <li>Ad valorem value</li> <li>Environmental values</li> <li>and use as industrial</li> <li>te</li> <li>Ad valorem value</li> <li>Production value/yr.</li> <li>Tax return</li> <li>Per capita income</li> <li>Production value/yr.</li> <li>Tax return</li> <li>Per capita income</li> <li>Tax return</li> <li>Per capita income</li> <li>Settion value/yr.</li> <li>Changes in environ-</li> <li>mental value</li> <li>anot difference of</li> <li>thy in the area and see</li> <li>amount of density has</li> <li>most advantages per</li> <li>ta income. Large farms</li> <li>rizona make over \$26,000.</li> <li>they need indust y to</li> <li>pme in and give them</li> <li>pllution problems and</li> </ul>	Problem Orientation	-
<ul> <li>t-Centered in class</li> <li>triginal land</li> <li>Ad valorem value</li> <li>Production value/yr.</li> <li>Tax return</li> <li>Per capita income</li> <li>Environmental values</li> <li>and use as industrial</li> <li>te</li> <li>Ad valorem value</li> <li>Environmental values</li> <li>and use as industrial</li> <li>te</li> <li>Ad valorem value</li> <li>Production value/yr.</li> <li>Tax return</li> <li>Per capita income</li> <li>Production value/yr.</li> <li>Tax return</li> <li>Per capita income</li> <li>Tax return</li> <li>Per capita income</li> <li>Setting the area and see amount of density has</li> <li>most advantages per</li> <li>ta income. Large farms</li> <li>rizona make over \$26,000.</li> <li>they need indust y to pme in and give them</li> <li>pllution problems and</li> </ul>		
<ul> <li>t-Centered in class</li> <li>triginal land</li> <li>Ad valorem value</li> <li>Production value/yr.</li> <li>Tax return</li> <li>Per capita income</li> <li>Environmental values</li> <li>and use as industrial</li> <li>te</li> <li>Ad valorem value</li> <li>Environmental values</li> <li>and use as industrial</li> <li>te</li> <li>Ad valorem value</li> <li>Production value/yr.</li> <li>Tax return</li> <li>Per capita income</li> <li>Production value/yr.</li> <li>Tax return</li> <li>Per capita income</li> <li>Tax return</li> <li>Per capita income</li> <li>Setting the area and see amount of density has</li> <li>most advantages per</li> <li>ta income. Large farms</li> <li>rizona make over \$26,000.</li> <li>they need indust y to pme in and give them</li> <li>pllution problems and</li> </ul>	SUGGESTED LEARNING	G EXPERTENCES
Anataset mudal by the	t-Centered in class y analysis riginal land Ad valorem value Production value/yr. Tax return Per capita income Environmental values and use as industrial ite Ad valorem value Production value/yr. Tax return Per capita income Developmental cost Changes in environ- mental value are the difference of ity in the area and see amount of density has most advantages per ta income. Example: 1 farmers in Wisconsin age a little over \$5,000 year income. Large farms tizona make over \$26,000. 5 they need indust_y to ome in and give them	II. Outside Resource and Community Activities A. What are local industries doirg relative to land use in expanding? B. Prepare a letter to an industrial developer about plans for pollution control. C. Compare present government service costs to an estimate of the service costs when new industry moves into a mmunity How to expand ervices to control potention. Use balance sheet approach for your

Resource and Reference Materials	L Combine 1
Publications:	Continued and Additional Su
Year books Year books Colliers Comptons World Book Britannica <u>The Traffic Jam</u> , I-C-E RMC DNR publications on air-water solid waste standards	<pre>I. (cont.)     2. If industry does n     farm income increa     C. Investigate pollution     for siting new indust         (California air pollu</pre>
Audio-Visual: Films: Junk Dump, I-C-E RMC The Stream, I-C-E RMC	-
<u>Community</u> : Land developer Local zoning official Local tax assessor C:ficials of county government Local school system	

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C. Investigate pollution abatement costs necessary for siting new industry to strictest standards. (California air pollution standards)	•

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BEHAVIORAL Cognitive: Sta describe the e accelerated de on financial s Affective: Stu realize busine related to sho gains vs long on society. Skills to be L Analysis of fi statements Problem solvin Role playing i Listening	udents will ffect of preciation tatements. dents will ss problems ort term term effects <u>earned</u> nancial	activity A. Student knowled depreci B. Discuss 1. Why depr a. 2 b. 1 2. Ques a. 1 b. 1 2. Ques a. 1 b. 1 3. Long on 4. Corp soci 5. What econ to 4.	nust have prior ge of methods of ation. Tax laws. the following: accelerated eciation rates? ffect on profit and income taxes. ffect on cash flo tions and answers that does it mean have accelerated lepreciation on noome statement? ffect on balance sheet? Dividends to stock holders? term depreciation corate goals vs lety goals. t have short term homic thoughts dor accumulation of ented equipment? t has the solid wa m industrial plant (cont.)	w. to to ne ne aste	II, Out Comm A. H C m d B. I a f o c d m

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dū	gains may	.Discipline Area	Business Education
g at	nmental	Subject	Bookkeeping Depreciation Rates
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RIE	1	SUGGESTED LEA	ARNING EXPERIENCES
Und HC md I af o cd m	activity A. Student knowled depreci. B. Discuss 1. Why depr a. Z a b. E 2. Ques a. W h d i b. E 2. Ques a. W h d c. I b. E 3. Long on c 4. Corr soci 5. What econ to unv 6. What	entered in class must have prior ge of methods of ation. Tax laws. the following: accelerated eciation rates? ffect on profit nd income taxes. ffect on cash flow tions and answers hat does it mean ave accelerated lepreciation on .ncome statement? Iffect on balance sheet? Dividends to stock holders? g term depreciatio lemand for equipme porate goals vs iety goals. t have short term nomic thoughts dor accumulation of ented equipment? t has the solid wa	<pre>II. Outside Resource and Community Activities A. Have a member of a CPA firm discuss methods of depreciation. B. If possible, have a tax consultant from either state or federal gov't. come to class and discuss depreciation methods.</pre>
ER FullText Provid		m industrial plant (cont.)	

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Resource and Reference Materials	Continued and Additional Sug
Publications: Tax publications on depreciation - state and federal The Wis. Dept. of Natural Resources <u>Wis. Conservation Bulletin</u> , Madison, Wi.	<pre>I. (cont.)     done to environmental     7. What has the state of         solid waste?     8. As our stock-pile of s         happening to natural a </pre>
<u>Audio-Visual:</u> Film: <u>Junk Dump</u> , I-C-E RMC Filmstrip: Kt 5 Eye Gate House, Inc., 1970, <u>Aggradation - Degradation</u> 10 filmstrips, 2-C-E RMC	
<u>Community:</u> Visit various salvage auto dumps and see the age of types in junk pile Note: Disposal by individuals of community left for rubbish collection	

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Su	aterials	Continued and Additional Suggested Learning Experiences		
tāl oĒ	réciation - al Resources atin,	<pre>I. (cont.)     done to environmental sites?     '7. What has the state of Wis. DNR done in handling     solid waste?</pre>		, ,
of s al r	<u>; , , , , , , , , , , , , , , , , , , ,</u>	8. As our stock-pile of solid waste grows, what is happening to natural resource deposits?	•	
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	fuviduals rubbish			
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	C <u>11. Individual acts, du</u> O <u>or compounded, produce</u> C <u>environmental alteratio</u> P T	<u>significant</u> Subject <u>Boo</u>	kkeeping nvironmenta lcerations
ESEA Title III - 59-70-0135-2 Project I-C-E	BEHAVIORAL CBJECTIVES <u>Cognitive</u> : Identify 2 competitive firms and 2 or 3 harmful effects of this competition to our environment. <u>Afrective</u> : Students will develop a feeling of urgency in regard to the depletion of our natural resources for this purpose. <u>Skills to be Learned</u> Research Report writing Interviewing	<pre>Successibly Defaultion 1. Student-Centered in class activity A. Draw up a questionnaire to determine the following: 1. Name of business 2. Type of product and by- product 3. Raw materials used 4. Natural resources used 5. Type of pollution B. List businesses within the state that make the same or similar product. C. Research the availability and extent of the raw materials used. D. Discuss with the students the use of raw materials by businesses and the harmful effects that are involved in the production of a product. E. An example of both competitive business would be: 1. Name Fort Howard vs Charmin Paper Co. Paper Co. 2. Products Paper or Paper or other products others (cont.)</pre>	II. Outsid Communi A. Invi pers busi then what cons reso prod spec B. DNR sent the busi nat

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ons over time.	Problem		Environmental Alterations	Grade10-12

NING EXPERIENCES
Community Activities A. Invite research personnel from local businesses and have them tell what is what is being done to conserve the natural resources used in the production of their specific products. B. DNR or UWGB repre- sentatives to discuss the impact of various businesses on our natural resources. Act.

Resource and Reference Materials Publications:	Continued and Additional Suggested s I. (cont.)
VF <u>10 years to Save Mankind</u> , 1970, MacMallan, Ralph, I-C-E RMC <u>The Limits to Growth</u> , Meadows, Donnella H., Universe Books, 1972.	1. (cont.) 3. <u>Raw Materials</u> <u>Pulp</u> 4. <u>Natural Resources</u> <u>Trees</u> 5. <u>Type of Pollution</u> <u>Air and Water</u> (Students to explain each typ
<u>Audio-Visual:</u> <u>Ecology - simulation game</u> I-C-E RMC Recycling resources - I-C-E RMC	
Community: DNR or UWGB speaker Research personnel from businesses Industrialists	, ,

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S	I. (co	nued and Additional ont.) Raw Materials	-		<u>es</u>
		Pulp Natural Resources		11p .	
	5.	Trees Type of Pollution Air and Water		rees Ir and Mater	
	×	(Students to explain	in each ty	pe of pollution.)	
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•	C <u>12. Private ownership must</u> O <u>regarded as a stewardship</u> C <u>not encroach upon or viola</u> P <u>individual right of others</u>	and should te the <u>'</u>	Discipline Area Subject Problem Orientat	<u>Bookke</u>	eeping Private mershir
ł	BEHAVIORAL OBJECTIVES Cognitive: Students will interpret data relative to	activity		S	II. Out Comm
日 	environmental costs and their long range beneficial effects upon an individual's rights.	local 1. Au	ents orally list 3 business corpora alyze the ownersh ese companies.	tions.	
Project	Affective: Students will be able to recognize that the abuse of "free goods" by businesses is a costly	2. Wh ar B. Stude	at type of organi e they? ents send for info from these compar	orma-	c I c t
2	mistake and it vill require morey to correct. The cost could be passed on to the	conce in th and t	erning their activ ne area of polluti the costs during (	vities Lon	B• E
I - 59-70-0135-	<u>Skills to be Learned</u> Discussion Interviewing Letter writing Analyzing costs	C. Stude to th "Come mone righ	5 years. ents write a respond the following state ers of business sp by to conserve the nts of individuals long run."	ement: Dend	
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Subject <u>Bookkeeping</u> Private Problem Orientation <u>Cwnership</u>

thers.

ERII Oui Common A. S al al's be cast be cast B. H s C.	SUGGESTED LEARNING I. Student-Centered in class activity A. Students orally list 3 local business corporations. 1. Analyze the ownership of these companies. 2. What type of organization are they? B. Students send for informa- tion from these companies concerning their activities in the area of pollution and the costs during the last 5 years. C. Students write a response to the following statement: "Owners of business spend money to conserve the rights of individuals in the long run."	11. Outside Resource and Community Activities A. Students can write to 3 companies and obtain speakers for the class that will

-	Resource and Reference Materials	Continued	and	Additional	Suggested	Ξī
-	Fublications:				and the second sec	• %_ -
	100 6t Community Planning Handbook,					•
	I-C-E RMC	1				
	Environmental Handbook, Garrett De Eell, Ballantine Books, Inc.					
	De Esti, Dallancine Dooks, Inc.	ł		•		
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•	Audio-Visual:	1				
	Filmstrlp:					
	FS Stl Environmental Pollution -					
	Our Morld in Crisis, 6 film- strips plus study guide,					
	I-C-E RMC					
	Community:					
	Speakers from area production companies					
	companies					
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				R. Affective:				
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			III.	Suggested Learning Experiences A. In Class:				
			·	B. Cutside & Community Activities:				
			ÍV.	Suggested Resource & Reference Materials				
				(specific suggestions & comments)				
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