

# Performance Task Overview

Task	Grade Level	Key Question	Example Field Work
<b>What will the Weather Be?</b>	K/1/2	What will the weather be and how should we dress?	Students observe the weather over a three-day period and determine what clothes to wear and what items to use.
<b>A Visit to the Pond, Lake, or Beach</b>	K	What do we see at a pond, lake, or beach?	A visit to a pond, lake or beach to observe what the children see
<b>A Walk in the Woods</b>	1	What do we observe in the woods using our senses?	A walk in the woods collecting observations using the senses
<b>Estuaries</b>	2	What is an estuary and why are estuaries important?	Field experience at a local estuary
<b>Vegetable Gardens*</b>	3	What does it take to start a vegetable garden?	Growing a Classroom or School Yard Vegetables Garden
<b>Clean Water Healthy Fish*</b>	3/4	What can we do to keep the water clean for our fish population?	Aquarium Visit Community Outreach with actions we can take to keep the water clean
<b>Bioblitz!</b>	3/4/5	What is Bioblitz and why is a Bioblitz important?	Schoolyard Bioblitz.
<b>Carbon Footprint</b>	4/5/6	What is a carbon footprint and what can we do to reduce our carbon footprint?	Carbon Footprint Community Survey
<b>Forest Benefits*</b>	4/5	What are the benefits of a forest and why are forests worth keeping?	Forest Walk: Finding evidence of the four forest benefits: recreation, habitat protection, clean environment, and forest products
<b>Forest Management</b>	4/5/6	What is forest management and why is it important to the future of forests in our state?	Visit to a managed forest <i>This task has a career focus.</i>
<b>Save Our Salmon: Clean Water</b>	4/5	How is clean water important to the survival of salmon?	Fish hatchery visit
<b>Save Our Salmon: Water Flow</b>	4/5	What is water flow and how is it important to the survival of salmon?	Fish hatchery visit Fish ladder visit
<b>Marine Debris*</b>	5/6/7	What is marine debris and how is it a threat to marine life?	Clean up at a local beach or neighborhood
<b>Stormwater Pollution*</b>	4/5/6	What is stormwater pollution and how can we control it?	Mapping the school campus for storm water solutions

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<b>Rain Gardens*</b>	5/6/7	What is a Rain Garden and how does it work?	School rain garden teaching site or visit to a local rain garden
<b>Stormwater Engineers*</b>	5/6/7	What is stormwater runoff and how can engineers address the problem of stormwater pollution?	Mapping the school campus for grey and green stormwater solutions <i>This task has a career focus.</i>
<b>Water Quality Monitoring*</b>	6/7/8	How is our water polluted and what tests can we use to monitor its quality?	Water quality testing at a local river, lake, pond or stream
<b>Healthy Waters</b>	5/6/7	How do sewage treatment plants work to clean our water?	Field Experience: Visiting a local sewage treatment plant
<b>Renewable and Non-renewable Energy</b>	3/4/5/ 6/7/8	What are the differences between renewable and non-renewable energy, and what are the benefits of using renewable energy sources?	Visit to a renewable energy site like a wind farm, a business using solar energy, a dam that is used to generate electricity, etc.
<b>Renewable Energy: Wind</b>	6/7/8	What is wind energy and what are the pros and cons for this type of renewable energy?	A visit to a wind farm
<b>Renewable Energy: Solar Power</b>	6/7/8	What is solar energy and what are the pros and cons for this type of renewable energy?	A visit to a business that uses solar energy
<b>Renewable Energy: Hydropower</b>	6/7/8	What is hydroelectric energy and what are the pros and cons for this type of renewable energy?	A visit to a hydropower plant or dam
<b>Renewable Energy: Biomass</b>	6/7/8	What is biomass energy and what are the pros and cons for this type of renewable energy?	A visit to a farm that uses biomass energy
<b>Renewable Energy: Geothermal</b>	6/7/8	What is geothermal energy and what are the pros and cons for this type of renewable energy?	A visit a location that generates energy from geothermal heat
<b>Summer in the City: Urban Heat Islands</b>	5/6/7	How can we keep our cities cooler in the summer?	Temperature readings around the campus: Comparative Study

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<b>Invasive Plants*</b>	6/7	What are invasive plants and how can we control them?	Data collection: Measuring the percentage of invasive plants and helping with their removal
<b>Microplastics</b>	6/7/8	What are microplastics and how are they a threat to sea life?	Ocean Visit/ Beach Clean Up
<b>Integrated Pest Management (MS)</b>	7/8	What is IPM and how does it work for both the farmers and the environment?	School Gardens: Practicing IPM
<b>The Urban Heat Island Effect</b>	8/9/10	What are urban heat islands, how are they a problem, and what can we do to reduce their impact?	Mapping an urban area and suggesting modifications to reduce the impact of heat from concrete and other surfaces
<b>Ocean Acidification</b>	8/9/10	What is ocean acidification, how is it impacting the oyster industry, and what are possible solutions?	Water testing and monitoring  Community education and outreach
<b>Climate Change, Carbon, and Trees</b>	8/9/10	How do we know the climate is changing and what role do trees play in reducing carbon dioxide in our atmosphere?	Tree measuring and calculating the amount of carbon sequestration
<b>Earth Day*</b>	8/9/10	What is the significance of Earth Day, past, present, and future?	Earth Day activities: tree planting, recycling, planting a community garden
<b>Integrated Pest Management (HS)</b>	9/10/11	What is IPM and why is it an important approach for farmers and home gardeners to adopt?	School gardens: Practicing IPM

\* Scoring notes included for this performance task.