Email communication btn. Jason and I:

Jason,

this is the basic breakdown for the month of January in my classroom.  (the kids are working on understanding the carbon cycle w/the Conservation of Matter unit)

January 5 & 6:  Testing the effects of exercise on how their bodies impact the carbon cycle

January 7-9: Proxy Data: What is proxy data and what do scientists learn from proxy data? (PolarTREC lesson)  Begin w/tree rings (student familiarity), historical data (local citizen scientist reports), explore when regional ski resorts open, introduce ice cores and lake sediments.

January 12-16:  Graphing Vostok data - 44 foot graph (ice core), amplitude & frequency, identifying ice ages, exploring what caused peaks on the graph

January 21: Introduce lake sediment cores - connection to our research question:  What evidence would you gather to determine how this place has changed? Connect the sediment cores we are going to do at school and the sediment cores that Jason gathered.

22 & 23: Viewing of Inconvenient Truth; Putting It All Together

January 26-29: Tools that researchers utilize in the field: Understanding Google Earth

January 30: Jason to visit - map changes in glaciers - calculate rate of change (PolarTREC lesson)

January 30: evening - community viewing of Taking Earth's Temperature;students hosting the night w/Jason and I holding a Q & A after the video.

\*\* What I need assistance on is how to introduce the veg samples as a source of proxy data\*\* - pretty high level science for 8th graders, so I am trying to bring the understanding to their level w/out creating any misconceptions.\*\*