

MWEES PROVIDE A RICH PLATFORM FOR CROSS-CURRICULAR LEARNING

In many cases, the project-based nature of MWEES allows for cross-curricular explorations and learning. Consider possibilities for involving teachers from across disciplines and content areas in your MWEE. Below are some examples of questions that may prompt cross-curricular opportunities:

ENGINEERING:

How can engineering practices be used to make sense of natural phenomena or develop solutions to address the environmental issue?

ENGLISH LANGUAGE ARTS:

How can novels, short stories, picture books, nonfiction books, websites, and other sources be used to explore the issue and different perspectives? How can different styles of writing, including narrative, expository, process, and descriptive essays, be used to synthesize ideas in different ways?

MATH:

How can data tables, charts, and graphs be used to support or strengthen their claims? Can students use their quantitative skills to enhance outdoor investigations? What data can be collected and/or organized during your MWEE?

PERFORMING AND VISUAL ARTS:

How can art be used to document observations or explain findings? How can music and dance be used in learning about or communicating about MWEE investigations or used in action projects? Can students create, perform, or learn through music and dance connected to their investigations?

SCIENCE:

How can scientific principles and practices be used to design investigations? How can observed phenomena be explained using scientific evidence?

SOCIAL STUDIES:

How has the history of the land and people affected the issue or vice versa? How do people from different cultural backgrounds perceive the issue? How is the geography of the area connected to the issue? How are local or state policies impacting the issue?

TECHNOLOGY:

How can our abilities to modify the natural world meet human needs and wants? Which tools and equipment would be needed to collect, record, analyze, and evaluate data? Could technology be used to design or build a solution to the issue investigated?

WORLD LANGUAGES:

How can the MWEE be used to expand vocabulary? Can students practice conversation skills to learn from community members about the issue or environmental action? Is there an opportunity to better engage community members by creating outreach materials in their preferred language?