**Appendix A: Final Map Description and Rubric**

Your final map project is designed to have you reflect on what you have learned this semester about environmental issues, your own environmental literacy, and how these issues are related to the [state] Science and Social Studies curriculum documents for elementary learners (K–6).

You should construct a concept map **that shows how *you* interact with the environment on a daily basis and how those interactions result in effects in the environment**. You should also show connections between these interactions and concepts from content standards in the [state] Science and Social Studies curriculum documents (K–6).

For more information regarding concept maps and their construction, please see *Making the Most of Concept Maps* (Llewellyn, 2007). The rubric for grading the Final Map is included below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Organization (x points)** | Map is not clearly organized and/or does not show branching. | Map is hierarchically organized into three levels and shows at least three branches per level. | Map is hierarchically organized into more than three levels and shows more than three branches per level. |
| **Connections (y points)** | Map organization does not show relationships between concepts, and/or concepts are not connected by linking words. | Map organization shows relationships between concepts, and at least half of concepts are connected by linking words. | Map organization shows relationships between concepts, and most concepts are connected by linking words. |
| **Standards (z points)** | Map includes less than three standard topics included in NC Science and Social Studies K–6 curriculum documents. | Map includes three standard topics included in NC Science and Social Studies K–6 curriculum documents. | Map includes more than three standard topics included in NC Science and Social Studies K–6 curriculum documents. |

**Appendix B: Oral Reflection Questions**

Tell me about the activities that are on your map. (use map to probe for: connections to content topics/standards)

Why did you choose these activities?

(take out the initial map from the first day of class, and set it beside their final map)

Before this class, did you think about how these activities connected you to the environment?

What do you think about your relationship with the environment now?

\*\*How would you describe your ability to make an impact on the environment? Why?

What does environmental literacy mean to you?