



Greenhouse Effect

Recreating the Greenhouse Effect.

The Earth's climate has changed many times in the past. Subtropical forests have spread from the south into more temperate (or milder, cooler climates) areas. Millions of years later, ice sheets spread from the north covering much of the northern United States, Europe and Asia with great glaciers. Today, nearly all scientists believe human beings are changing the climate. How can that be?

Over the past few centuries, people have been burning more amounts of fuels such as wood, coal, oil, natural gas and gasoline. The gases formed by the burning, such as carbon dioxide, are building up in the atmosphere. They act like greenhouse glass. The result, experts believe, is that the Earth heating up and undergoing **global warming**. How can you show the **greenhouse effect**?

What do you need?

1. Two identical glass jars
2. 4 cups cold water
3. 10 ice cubes
4. One clear plastic bag
5. Thermometer

What to do?

- 1** Take two identical glass jars each containing 2 cups of cold water.
- 2** Add 5 ice cubes to each jar.
- 3** Wrap one in a plastic bag (this is the greenhouse glass).
- 4** Leave both jars in the sun for one hour.
- 5** Measure the temperature of the water in each jar.

What you'll discover!

In bright sunshine, the air inside a greenhouse becomes warm. The greenhouse glass lets in the sun's light energy and some of its heat energy. This heat builds up inside the greenhouse. You just showed a small **greenhouse effect**. What could happen if this **greenhouse effect** changed the Earth's climate?

Another version of a greenhouse is what happens inside an automobile parked in the sun. The sun's light and heat gets into the vehicle and is trapped inside, like the plastic bag around the jar. The temperature inside a car can get over 120 degrees Fahrenheit (49 degrees Celsius).

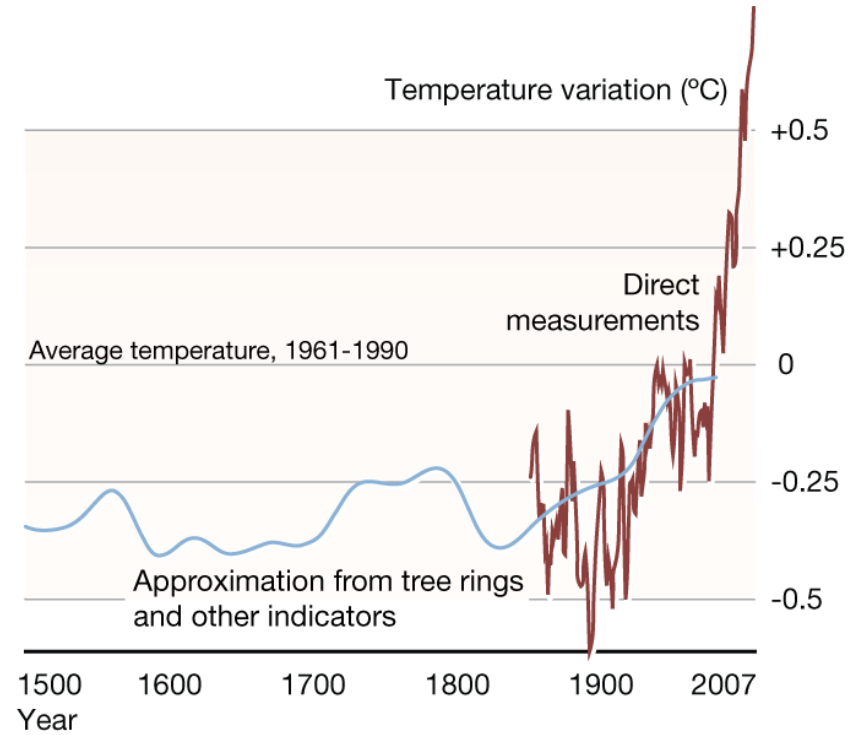
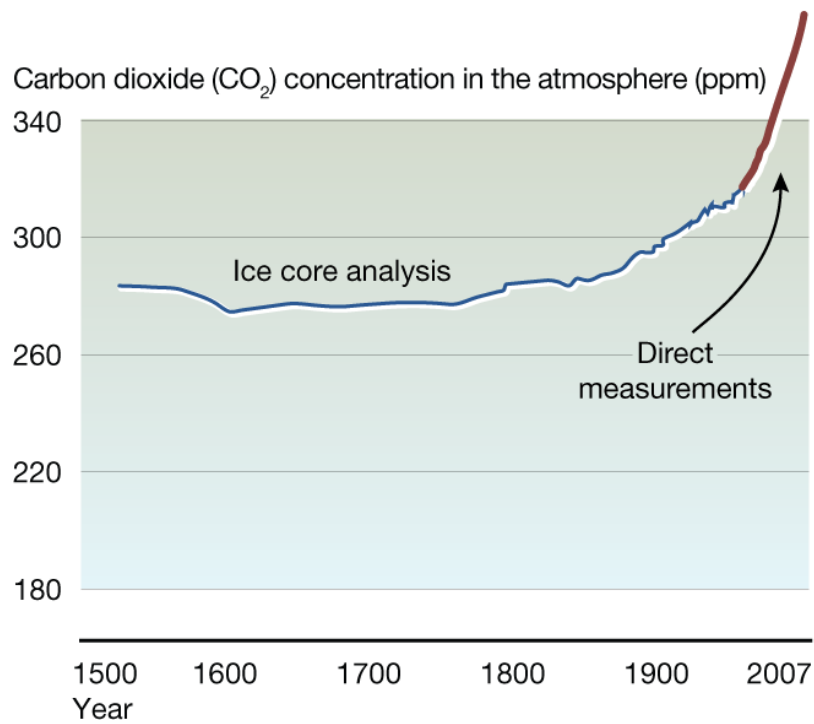
For more about Global Climate Change, visit the State of California's Climate Change Portal at: <http://www.climatechange.ca.gov>.

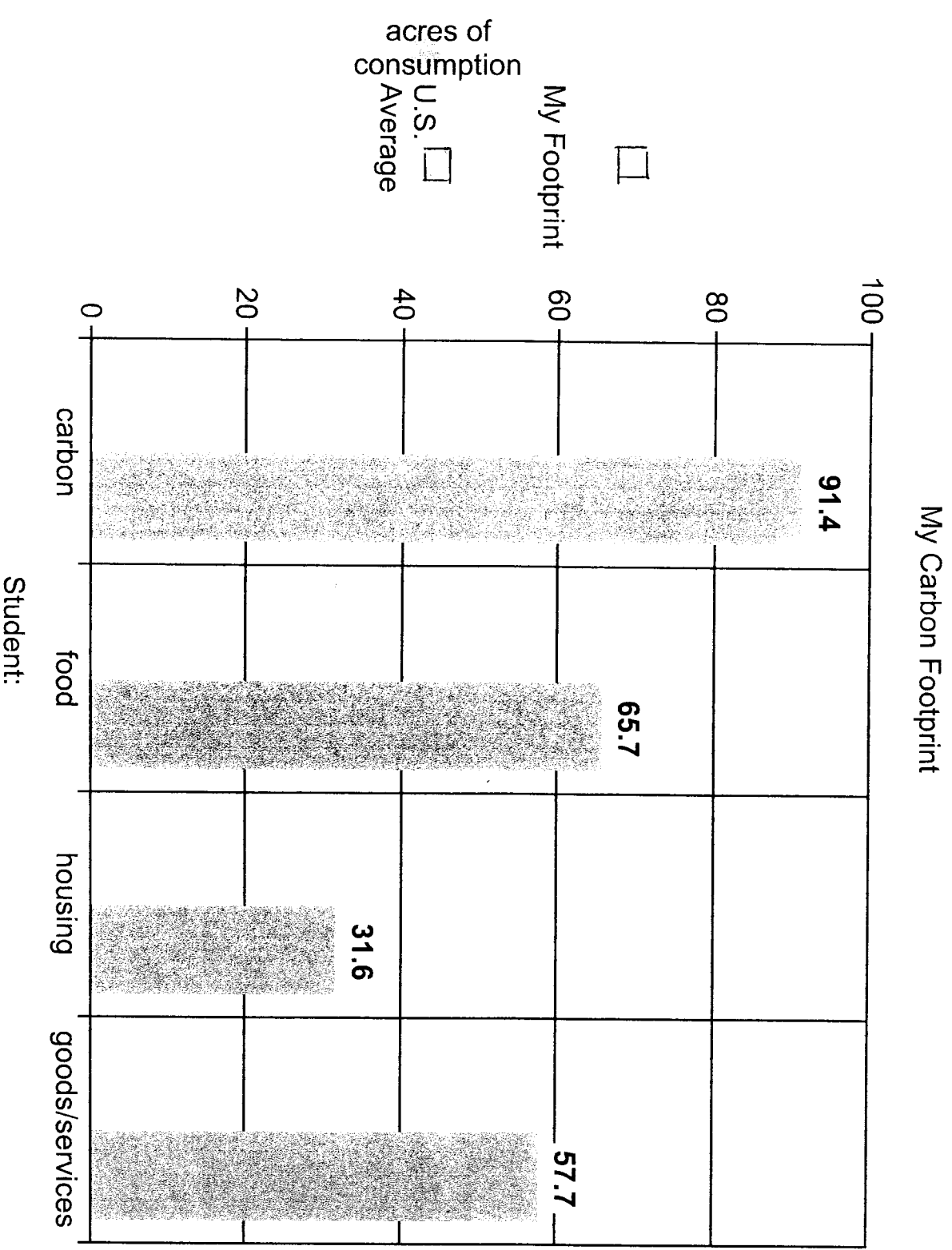
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Appendix I.2: Graph of Climate Change since 1500 C.E.

<http://maps.grida.no/go/graphic/historical-trends-in-carbon-dioxide-concentrations-and-temperature>





EVALUATING LOCAL RESOURCES

Non-renewable

renewable

renewable/limited

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Appendix I-6
Questions for Community Leader on Transition to a Green Economy

Focus Question: What do we already have in place to utilize local renewable resources and/or manage limited local resources?

- 1) What task forces or committees are already working on organizing local efforts?
- 2) Who are the community leaders on the cutting edge of this movement?
- 3) What projects have already begun which utilize local renewable energy resources and/or manage wisely local limited energy resources?
- 4) What are the funding sources of some of these projects? State? Federal? Private investment?
- 5) What plans are in place for the future re: transition to a green economy?

A Developmental Perspective on Workplace Readiness: Preparing High School Students for Success

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Attention has been focused for decades on the need to improve high school students' preparation for the workplace.⁴³ Employers report that nearly half of their entry-level employees are inadequately prepared and lack basic communication and critical thinking skills as well as a work ethic.⁴¹ Although a postsecondary credential is considered necessary for today's workforce, there is also much that high schools can do to prepare students. How can high schools help students develop the skills needed to succeed in the workplace? Current criteria developed by business and government leaders tend to emphasize *general* behaviors, skills, and competencies necessary for success in the workplace. This brief will highlight specific competencies that research has identified as necessary for a person to become a valued and skilled employee in the areas of social, cognitive, and psychological development. It also identifies strategies that high schools can use to help young adults develop these competencies.

Social Development

Social competence is the set of skills necessary to interact successfully with other people, to be generous and thoughtful, and to use accepted social techniques.⁵ Specific social competencies highlighted in the workplace readiness research include the ability to communicate well, work

with diverse groups, and resolve conflicts. The American Diploma project² specifically emphasizes that oral as well as written communication skills are required for workplace success.^{2,3,7,28,39-42,44} The Organization for Economic Cooperation and Development (OECD)⁴⁷ identifies social and cross-cultural competencies as necessary for successful interactions with clients, customers, and coworkers, especially in light of increased globalization and the diversification of society.

Specific social competence skills include:

- The ability to interact with other people^{11,34,35} such as:
 - resolving conflicts;
 - cooperating;
 - working together on a team;
 - understanding and being tolerant of other people and cultures; and
 - working with diverse populations.^{12,25,28,44,47}
- Choosing words precisely, being persuasive, and listening.²
- Crafting effective written communications such as emails, memos, and reports.
- The ability to speak a second language (for instance, Spanish for native English speakers, and English for non-native English speakers).^{1,20}

This brief draws from the report, *A Developmental Perspective on College and Workplace Readiness*, (http://www.childtrends.org/Files//Child_Trends-2008_09_15_FR_ReadinessReport.pdf) by Laura Lippman, Astrid Atienza, Andrew Rivers, and Julie Keith of Child Trends, with support from the Bill & Melinda Gates Foundation. The report summarizes and compares competencies that researchers across three fields have found are necessary to be ready for college, the workplace, and a successful transition to adulthood. It applies a developmental framework to recommendations from each field that reveals where those recommendations fall short, from a developmental perspective, and how they could be strengthened. It also highlights competencies that are particularly salient for students with specific challenges, and effective ways that schools could support their development. A chart of key competencies across fields is included (the citations for each of these competencies are found in the full report).

Cognitive Development

While good grades in rigorous academic subjects and a high school diploma are considered necessary for college readiness, the workplace readiness literature places less emphasis on them.^{16,27} In fact, basic academic skills are only one benchmark for determining workplace readiness, and some employers administer their own hiring tests to determine whether a student is ready for a job, rather than relying on high school transcripts.^{2, 29}

Employers often look for job-specific skills and competencies that suggest a person would be a dependable worker.^{16,24,27} These skills and competencies include:

- Obtaining a workforce readiness credential, such as a certificate in a specific trade;
- Having previous internship or work experience;
- The quality of the internship or work experience;^{3,8,15,16,18,19,24,39,44,46,49}
- The ability to use technology;^{40,41,43-45,47} and
- Critical thinking/problem solving skills.⁴¹

Psychological Development

Mental health is a key asset in the workplace.^{7,39,43,44,47} Reports of high levels of depression and anxiety found in the workplace¹⁷ indicate that good psychological development can help young adults succeed at work. Personal qualities identified in the workplace readiness literature related to psychological development include:

- Positive self-esteem;⁷
- Optimism and planfulness;
- Coping skills, resilience and flexibility;
- Good judgment;^{8,9,13,33,34,39,40,43,44,47,49}
- Self-management, such as motivation, autonomy, initiative, responsibility, time management;^{39,47} and
- Moral development, such as a strong work ethic, reliability, honesty, integrity, and professionalism.^{3,6,16,32,40,41,43,44,47}

What can schools and communities do to help youth develop the skills needed for the workplace?

Research suggests that if schools tailor curricula to workplace needs, increase support to students and offer activities relevant to the workplace, students will be better prepared to enter the workforce.

Improve school curriculum

- Teach students social skills such as cooperation, working in teams, negotiating, and resolving conflicts.

- Provide better access to technology, and hire appropriately trained faculty to teach technology-related courses.⁴⁴
- Foster communication skills as students prepare assignments, reports, and presentations. Specifically:
 - Assist students in developing written communication skills by assigning work that allows them to practice drafting business correspondence such as emails, memos, and reports.²
 - Assign oral presentations to students so that they can learn to summarize information and develop persuasive arguments and reasoning skills.²
- Add coursework in career and technical training that is relevant to the world of work so that students who are not on the academic track to college can receive training that will benefit them beyond high school.³³
- Offer work experience through multiple options, including programs that provide technical curricula in addition to academic curricula; partnerships with area businesses that offer workplace experience and even summer or permanent employment to students upon completion of the curriculum.²³
- Connect standard high school curricula more directly with workforce needs, and provide students with an understanding of how specific topics and skills are used in the world of work.³¹
- Organize classes around themes that are relevant to life beyond high school.³⁰ (Internships could be organized around such themes as well).

Increase support to students

- Broaden the role of guidance counselors to provide information and guidance on career planning in addition to preparation for college.
 - Provide students interested in career and technical training with information on community college training programs or certificate programs in a specific trade.
- Pair students with mentors to help develop interpersonal skills and identify career interests and opportunities.^{10,22,26,33,37} Mentors can help foster leadership, communication, and social skills.⁵⁰

- Encourage at-risk students to participate in transition or transfer programs that lead to the completion of a regular high school diploma rather than a GED. Research demonstrates that those with a high school diploma have long-term advantages, including social skills, that employers value over those with a GED.²¹
- Implement positive mental health training and self-assessment tools so that students can learn how to be resilient in a changing job market.
- Help foster a sense of positive self-esteem by providing opportunities to explore interests, develop leadership, meet one's goals, and obtain skills training.^{4,36}

Offer a variety of activities

- Organize civic engagement opportunities that can help students develop leadership skills, communication skills, and interpersonal skills, such as tolerance and the ability to work with diverse populations.⁵¹
- Provide opportunities for career exploration by offering apprenticeships, internships, and job shadowing partnerships.⁴⁹
- Coordinate job fairs so students can learn what types of jobs are available in the community and can develop their interviewing skills.

When students are able to learn about topics and acquire skills that are relevant to work, when they have supportive adults guiding them, and when they are given opportunities to explore different careers, they are more likely to succeed in the workplace.^{14,29,33,48}

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Chart of Key Competencies Across Three Fields: Healthy Youth Development, College Readiness, and Workforce Readiness

This chart shows each competency mentioned in the report and whether research identifies the competency as critical to healthy youth development, college readiness, or workforce readiness. The order is the same as is mentioned in the report, and it does not imply level of importance. A scale of High, Medium, and Low has been used to identify the extent and strength of research for each competency. Blank spaces in this chart show that no research mentioning that competency was found, not that the competency is unnecessary. Page numbers indicate where the competency is discussed in the report.

Legend: Number of icons indicates the prominence of the competency in the research.

Low (1 or 2 references)
 Medium (1 or 2 high-level reports + references)
 High (several high-level reports + references)

= Healthy Youth Development
 = College Readiness
 = Workforce Readiness

PHYSICAL DEVELOPMENT		PHYSICAL DEVELOPMENT		PHYSICAL DEVELOPMENT	
COMPETENCY	PROMINENCE IN RESEARCH	COMPETENCY	PROMINENCE IN RESEARCH	COMPETENCY	PROMINENCE IN RESEARCH
Healthy Habits				Managing One's Health	
Avoiding Risk Behavior				Avoiding Risk Behavior	
Physical Safety				Workplace Safety	
Kinesthetic Ability					
PSYCHOLOGICAL DEVELOPMENT		PSYCHOLOGICAL DEVELOPMENT		PSYCHOLOGICAL DEVELOPMENT	
Positive Mental Health					
Self-Esteem		Self-Esteem		Self-Esteem	
Positive Identity					
High Expectations Optimism, Planfulness		High Expectations High Achievement Motivation		High Expectations Optimism, Planfulness	
Resilience, Flexibility				Resilience, Flexibility	
Self-management Motivation, Autonomy Initiative		Self-management Motivation, Persistence, Initiative, Time management		Self-management Motivation, Autonomy, Initiative, Responsibility, Time Management	
Decision Making, Good Judgments				Decision Making, Good Work Ethic	
SOCIAL DEVELOPMENT		SOCIAL DEVELOPMENT		SOCIAL DEVELOPMENT	
Character				Integrity	
Communication Skills		Communication Skills		Communication Skills	
Oral Communication Skills		Oral Communication Skills		Oral Communication Skills	

SOCIAL DEVELOPMENT	
COMPETENCY	PROMINENCE IN RESEARCH
Using Communication Tools Effectively	
Social Competence	
Conflict Resolution	
Cross-Cultural Competency	
Ability to Adapt to Different Situations	
Acting Appropriately in Larger Context	
Social Support	
Prosocial Behaviors	

COGNITIVE DEVELOPMENT	
Academic Achievement	

SOCIAL DEVELOPMENT	
COMPETENCY	PROMINENCE IN RESEARCH
Effective Written Communication	
Using Communication Tools Effectively	
Social Competence	
Conflict Resolution	
Cross-Cultural Competency	
Acting Appropriately in Larger Context	
Social Support	
Engagement in School	

COGNITIVE DEVELOPMENT	
Academic Achievement	
Rigorous Coursework	
High-level Math Courses including Algebra II and especially Calculus	
Advanced Science Courses	
4 Years of High School English	

SOCIAL DEVELOPMENT	
COMPETENCY	PROMINENCE IN RESEARCH
Quantitative Communication Skills	
Persuasiveness, Appropriately Contributing to Group	
Ability to Assist, Teach Others	
Listening Skills	
Effective Written Communication	
Using Communication Tools Effectively	
Social Competence	
Conflict Resolution, Cooperation	
Cross-Cultural Competency	
Understand US Norms, Democracy, and Race Discrimination	
Ability to Adapt to Different Situations	
Acting Appropriately in Larger Context	
Engagement in Work	
Prosocial Behaviors	

COGNITIVE DEVELOPMENT	
Achievement on Employer Exams	
Rigorous Coursework	
4 Years High School Math including Algebra II, Geometry, Statistics	
Advanced Science Courses	
4 Years of High School English	

COGNITIVE DEVELOPMENT	
COMPETENCY	PROMINENCE IN RESEARCH
Educational Attainment	1 apple icon
Lifelong Learning Skills	2 apple icons
Use Knowledge, Information and Technology Interactively	2 apple icons
Creativity	1 apple icon
Critical Thinking	2 apple icons
Problem-solving Skills	2 apple icons
SPIRITUAL DEVELOPMENT	
Spirituality	2 apple icons
Sense of Purpose	2 apple icons
Religiosity	3 apple icons

COGNITIVE DEVELOPMENT	
COMPETENCY	PROMINENCE IN RESEARCH
Understand Research	2 graduation cap icons
Language, Grammar Skills	2 graduation cap icons
Attaining a High School Diploma	3 graduation cap icons
Lifelong Learning Skills, Inquisitiveness	1 graduation cap icon
Use Knowledge, Information and Technology Interactively	2 graduation cap icons
Analysis, Evaluative and Critical Thinking	3 graduation cap icons
Problem-solving Skills	2 graduation cap icons
Reasoning, Argumentation	2 graduation cap icons
Foreign Language Skills	1 graduation cap icon
SPIRITUAL DEVELOPMENT	
Spiritual Development	1 graduation cap icon

COGNITIVE DEVELOPMENT	
COMPETENCY	PROMINENCE IN RESEARCH
Understand Research and Technical Material	3 briefcase icons
Language, Grammar Skills	1 briefcase icon
Attaining a High School Diploma or Other Credential	2 briefcase icons
Previous Work Experience, Tenure in Workforce	3 briefcase icons
Quality of Past Employment	1 briefcase icon
Career Planning and Job Search Skills	3 briefcase icons
Lifelong Learning Skills	2 briefcase icons
Use Knowledge, Information and Technology Interactively	3 briefcase icons
Creativity, Entrepreneurship	3 briefcase icons
Analysis, Evaluative and Critical Thinking	3 briefcase icons
Problem-solving Skills	3 briefcase icons
Reasoning, Argumentation	3 briefcase icons
Foreign Language Skills	1 briefcase icon
SPIRITUAL DEVELOPMENT	

Student's name _____

INTRODUCTION TO GREEN JOBS: Weekly Grading Rubric

journaling	40 to 31: Above Average Records accurate record of classroom data in highly organized format, keeping accurate data of presenters, dates visited, and cited resources	21-30: Average Keeps accurate record of most classroom data in moderately organized fashion, recording most dates, presenters, and resources.	10-20: Satisfactory Keeps fairly accurate record of most classroom data in somewhat organized fashion. Records most dates. Records some data on presenters and resources.	Below 10: Unsatisfactory: Missing a great deal of information on presenters and the materials they shared. Lacking dates, names, and resources.
terminology	15-20: Above Average Keeps accurate record of all lesson terminology	10-14: Average Keeps an accurate record of 85% of all lesson terminology	5-9: Satisfactory Keeps a fairly accurate record of 75-84% of all lesson terminology	0-4: Unsatisfactory Does not keep an accurate record of at least 75% of all lesson terminology
participation	15-20: Above Average Is present and on-time for the majority of classes and is fully engaged in lessons, laboratory experiences and field trips.	10-14: Average Is present for the majority of classes and engaged 90% of the time in lessons, laboratory experiences, and field trips.	5-9: Satisfactory Is present for the majority of classes and engaged 75-94% of the time in lessons, laboratory experiences, and field trips.	0-4: Unsatisfactory Is frequently late or absent and rarely engaged when present.
preparedness	15-20: Above Average Brings all necessary materials, tools, and homework for all sessions.	10-14: Average Brings all necessary materials, tools, and homework for most sessions.	5-9: Satisfactory Brings all necessary materials, tools, and homework for some sessions.	0-4: Unsatisfactory Does not bring all necessary materials, tools, and homework for the majority of sessions.