

BCPS Field Trip Request ID # 9346

Trip Request By	Kimberly Minter - HMS
Trip Name	MillCreek Generation Station
Trip Date	03-05-2019
Approx. Pick-up Time	8:15AM
Return Date	03-05-2019
Approx. Return Time	1:15PM
Class/Group	8th Grade Discovery
Student Count	29
Chaperone Count	3
Number of Vans/Buses	1 Bus
Common Carrier	Miller Transportation
Cost to Students	8
How will you pay for students who cannot afford the fee?	Discovery Funds

Place of Departure

Name:	Hebron Middle School
Address:	3300 East Hebron Lane
City:	Shepherdsville
State:	KY

Destination

Name:	LG&E MillCreek Generation Station
Address:	14660 Dixie Hwy
City:	Louisville
State:	KY

Lesson Plans

- AGENDA – times are approximate
- 9:00 am WELCOME / SAFETY REVIEW
 - 9:15 am COAL to POLE Presentation/Movie
 - 10:00 am PLANT TOURS (3 groups of up to 11 guests each)
 - 11:30 pm LUNCH – Q&A
 - 12:30 pm DEPART

MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes. [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*
 [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]

MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems. [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth’s systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]

The performance expectations above were developed

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution,