Table A: Recycling Project Time Line		
Day	**In class activities**	**Homework directions to students**
1	Review, refresh our prior knowledge of the law of conservation of atoms	Investigate what is being recycled in your home and neighborhood.
2	Discuss and view articles using the Read Aloud protocol about the materials which are and are not recycled in our area .Install Evernote and create Recycling Notebook	Add at least two items to Recycling Notebook on why we need to recycle.
3	Infographics presented: *Recycling by the Numbers* *Go Figure Recycling*	Find and add at least three infographics about recycling to your recycling notebook.
4	Discussion of what is an infographic using *Anatomy of an Infographic*	Add two source to Notebook on how to make an infographic
5	Lab on dissecting a used k-cup and determining its composition. Also discussed is which parts of the K-cup are recyclable.	Create a single PowerPoint slide on the anatomy of a k-cup incorporating the data collected and the pictures taken during class.
6	Presentations on anatomy of a K-cup: Students show their PowerPoint slides to the class and receive feedback from their peers.	Make updates to the PowerPoint slide. Collect 10 responses to the survey questions on K-cup use in the home.
7	Collaborative sharing of survey results followed by individual creation of graphs on K-cup use on a single PowerPoint slide	Research k-cups What are they made of? Can it be recycled? Add to a PowerPoint slide Add sources to Evernote
8	Present results of research about K-cups to the class	Update and improve the 3 PowerPoint slides created to date.
9	Putting it all together: Read aloud and discussion of the infographic, *Save Trees: Recycle your Moving Boxes*	Begin mapping out an infographic using the 3 PowerPoint slides already created and adding information about the need to recycle and how to recycle.
10	Work day on infographic creation	Finish working on creating infographic on k-cups.
11	Peer editing of infographic progress so far	Revise infographic to address peer editing issues
2 days later K-cups submitted for initial grading. K-cups are then revised by students and resubmitted within 1-2 days K-cups are then presented to the class and final feedback received.		

Design 4 class at Parson's New School of Design. "Anatomy of an Infographic." ***Design 4:Visual organization and information design.*** **March 19, 2012. http://visualizedata.wordpress.com/2012/03/19/anatomy-of-an-infographic/ (accessed September 30, 2013).**

MyMove.com. "SAVE TREES RECYCLE YOUR MOVING BOXES." ***InfographicsMania.*** **2013. http://infographicsmania.com/save-trees-recycle-your-moving-boxes/ (accessed September 30, 2013).**

The New Ecologist. "Recycling by the Numbers." ***visual.ly.*** **2013. http://visual.ly/recycling-numbers (accessed September 30, 2013).**

Toro, Ross. "What we recycle (infographic)." ***livescience.*** **Spetember 7, 2011. www.livescience.com/15692-gofigure-recycle.html (accessed Spetember 2013, 30**

Table B: Original Scoresheet for K-Cup Project	
Feature to Include on K-Cup Infographic	**Present or Not?**
Colorful/Uses color to emphasize information	
Most information represented by pictures or graphics	
Less than 50 words of text used in blocks of writing	
Multiple original pictures used	
Creative Title	
Creative Theme to your infographic	
Addresses: What are k-cups?	
Addresses: What are k-cups made of?	
Addresses: What problems are caused by k-cups?	
Addresses: Why are k-cups being thrown in landfills instead of recycled?	
Addresses: How are k-cups changing coffee consumption?	
Addresses: How can k-cups be recycled?	
Presents a position on the issue	
At least one flow chart, graph or time line	
At least 3 statistics presented	
Multiple credible sources for info	
Sources listed at bottom of infographic	

Table C: Specification Sheet for K-Cup Project	
Feature to Include on K-Cup Infographic	**Present, Missing or Needs Improvement**
Shows creativity	
Tells a story or presents a position	
All information and images contribute to the message of the infographic	
The information presented should flow in an organized manner	
Information should be clear and stated in as few words as possible	
Use charts, graphs and statistics to present numerical information	
Addresses: What are k-cups?	
Addresses: What are k-cups made of?	
Addresses: What problems are caused by k-cups?	
Addresses: How are k-cups changing coffee consumption?	
Addresses: How can k-cups be recycled?	
Presents a position on the issue	
Multiple credible sources used and cited for information	
The title stands out and fits the contents and message	
The text is able to be read easily and contrasts with the background	
The amount of white space is appropriate	
Images should be clear, relevant, original or copyright free, and credited	
Use consistent fonts, shapes and colors throughout	