

ENVIRONMENTAL LITERACY INFUSION IN SCIENCE & SOCIAL STUDIES CURRICULA

Standard 7: Environment & Society

The student will analyze how the interactions of heredity, experience, learning and culture influence social decisions and social change.

A. ENVIRONMENTAL QUALITY				
Indicator 1. Investigate factors that influence environmental quality.				
PK-2	3-5	6-8	9-12	Supporting Curriculum
<ul style="list-style-type: none"> Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood environment SS 1(1)C.1.b Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns SS 1(2)C.1.b Identify ways that people change their environment to meet their needs, such as planning crops or cutting forests SS 3(K)D.1.b Describe how people in a community modify their environment to meet changing needs for shelter, such as clearing land for a housing community SS 3(1)D.1.a Describe ways, such as clearing trees and farming land, that people modify their environment and the impact of those modifications SS 3(2)D.1.a Explain that choices have consequences, some of which are more important than others 	<ul style="list-style-type: none"> Explain the effects that regional interests have on shaping government policy in and around Maryland, such as Chesapeake Bay issues, availability of land for mining, land use SS 1(4)A.3.a Explain how people modify, protect, and adapt to their environment SS 3(3)D.1 Describe how people adapt to, modify and impact the natural environment SS 3(4)D.1 Explain why and how people adapt to and modify the natural environment and the impact of those modifications SS 3(5)D.1 Explain that people must make choices because resources are limited relative to economic wants for goods and services in Maryland, past and present SS 4(3)A.1 (concept also applies to grades 4 and 5 in different contexts) Recognize and describe that people in Maryland depend on, change, and are affected by the environment. SCI 6(4)B1a 	<ul style="list-style-type: none"> Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns SS 1(7)A.3.a Analyze why and how people modify their natural environment and the impact of those modifications SS 3(6)D.1 Analyze why and how people in contemporary world regions modify their natural environment and the impact of those modifications SS 3(7)D.1 Analyze why and how people in the United States modify their natural environment and the impact of those modifications SS 3(8)D.1 Analyze how scarce economic resources were used to satisfy economic wants in early world history SS 4(6)A.2 Analyze how scarcity of economic resources affects economic choices in contemporary world regions SS 4(7)A.2 	<ul style="list-style-type: none"> Evaluate the effect that international, national, and regional interests have on shaping environmental policy, such as logging forested areas, oil drilling, pollution, nuclear power, or alternative energy sources SS1(G)A.3.e Analyze contemporary concerns that affect international relationships and government policies, such as world health, human rights, nation-building, national security and weapons of mass destruction, outsourcing and technology transfer SS 2(G)B.a.h (This objective may be applied to environmental topics) Analyze the importance of regional characteristics and interests including economic development, natural resources, climate and environmental issues in formulating local, state, and national government policy SS 3(G)B.1.c Explain how governments attempt to prioritize socio-economic goals in response to 	<p>English Language Arts RI.K.3,7,8,9,10 RI.1.3,8,7,9,10 RI.2.1,3,7,8,9,10 RI.3.1,2,3,8,9,10 RI.4.1,2,3,5,7,8,9,10 RI.5.1,2,3,5,7,8,9,10 RST.6-8 1,5,6,7,8,9,10 W.6-8.1,2,7,8,9 RST.9-12 1,5,6,7,8,9,10 <i>RI.11-12.5</i> W.9-12.1,2,7,8,9</p> <p>Mathematics SMP1-8</p> <p>Health 1(3)C1a,b 1(4)C1a,b 1(5)C1a 1(6)C1a,b 1(6)D1a,b 1(HS)D1a-c</p> <p>Career & Technology Education BI(IEHP)1-6</p>

Science: PK-8: 6(5)B2a-c = Standard,(Grade),Topic, Indicator, Objectives
CLG: 1.1.1 = Goal, Expectation, Indicator
Math: SMP3 = Standards for Mathematical Practice, Standard
3.NBT = Grade, Content Domain, Standard
CTE: GTT(3.1)2-3 = Course Lesson Concepts

Social Studies: 1(PK-2)A1a,b = Standard, (Grade), Topic, Indicator, Objectives
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ENVIRONMENTAL LITERACY INFUSION IN SCIENCE & SOCIAL STUDIES CURRICULA

<p>SS 4(2)A.1.c</p> <ul style="list-style-type: none"> • Recognize that caring about the environment is an important human activity. SCI 6(1)B1a-c • Recognize that caring about the environment is an important human activity. SCI 6(1)B1a-c • Recognize and describe that the activities of individuals or groups of individuals can affect the environment. SCI 6(2)B1a,b 	<ul style="list-style-type: none"> • Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs. SCI 6(5)B1a,b • Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times. SCI 6(6)B1a-c 	<ul style="list-style-type: none"> • Analyze how scarcity affected economic choices prior to 1877 SS 4(8)A.2 • Recognize and describe that environmental changes can have local, regional, and global consequences. SCI 6(7)B1a,b • Recognize and explain how human activities can accelerate or magnify many naturally occurring changes. SCI 6(8)B1a,b 	<p>changing economic, social, and political conditions SS 4(G)A.1.b</p> <ul style="list-style-type: none"> • The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues. SCI CLG 1.1.1 • The student will apply the skills, processes and concepts of biology, chemistry, physics, or earth science to societal issues. SCI CLG 1.7.1 • The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of populations. SCI CLG 3.5.3 • The student will investigate a biological issue and be able to defend their position on topics such as animal rights, drug and alcohol abuse, viral diseases (e.g., AIDS), genetic engineering, bioethics, biodiversity, population growth, global sustainability, or origin of life. SCI CLG 3.6.2 • The student will evaluate the interrelationship between humans and air quality. SCI CLG 6.3.1 • The student will evaluate the interrelationship between
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			<p>humans and water quality and quantity. SCI 6.3.2</p> <ul style="list-style-type: none"> The student will evaluate the interrelationship between humans and land resources. SCI CLG 6.3.3 The student will evaluate the interrelationship between humans and biological resources. SCI CLG 6.3.4 The student will evaluate the interrelationship between humans and energy resources. SCI CLG 6.4.5 	
B. INDIVIDUAL AND GROUP ACTIONS AND THE ENVIRONMENT				
Indicator 1. Examine the influence of individual and group actions on the environment and explain how groups and individuals can work to promote and balance interests.				
PK-2	3-5	6-8	9-12	Supporting Curriculum
<ul style="list-style-type: none"> Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood environment SS 1(1)C.1.b Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns SS 1(2)C.1.b Describe why and how people protect the environment SS 3(1)D.1.b Describe why and how people protect or fail to protect the environment SS 3(2)D.1.b Recognize that caring about the environment is an important human activity. 	<ul style="list-style-type: none"> Explain the decision making process used to accomplish a community goal or solve a community problem SS 1(3)B.2.a Analyze ways people can participate in the political process including voting, petitioning elected officials, and volunteering SS 1(4)B.2.b Compare ways people can participate in the political process including voting, petitioning elected officials, and volunteering SS 1(5)B.2.b Explain how people modify, protect, and adapt to their environment SS 3(3)D.1 	<ul style="list-style-type: none"> Evaluate ways people can participate in the political process including voting, analyzing the media, petitioning elected officials, and volunteering SS 1(8)B.2.a Analyze why and how people modify their natural environment and the impact of those modifications SS 3(6)D.1 Analyze why and how people in contemporary world regions modify their natural environment and the impact of those modifications SS 3(7)D.1 Analyze why and how people in the United States modify their natural environment and the 	<ul style="list-style-type: none"> Examine the powers and functions of local legislative bodies in Maryland, such as county councils, county commissioners, and city councils SS 1(G)A.1.k The student will evaluate the role of government in addressing land use and other environmental issues SS 3 (G)D.1 Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental and healthcare concerns SS 4(G)A.1.e The student will examine regulatory agencies and their 	<p>English Language Arts RI.K.3,7,8,9,10 RI.1.3,8,7,9,10 RI.2.1,3,7,8,9,10 RI.3.1,2,3,8,9,10 RI.4.1,2,3,5,7,8,9,10 RI.5.1,2,3,5,7,8,9,10 RST.6-8.1,5,6,7,8,9,10 W.6-8.1,2,7,8,9 RST.9-12.1,5,6,7,8,9,10 <i>RI.11-12.5</i> W.9-12.1,2,7,8,9</p> <p>Mathematics SMP1-8</p> <p>Health 1(4)C1a,b 1(5)D1a 1(8)C1a-c</p>

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<p>SCI 6(1)B1a-c</p> <ul style="list-style-type: none"> • Recognize and describe that the activities of individuals or groups of individuals can affect the environment. SCI 6(2)B1a,b 	<ul style="list-style-type: none"> • Describe how people adapt to, modify, and impact the natural environment SS 3(4)D.1 • Explain why and how people adapt to and modify the natural environment and the impact of those modifications SS 3(5)D.1 • Recognize and describe that consequences may occur when Earth's natural resources are used. SCI 6(5)B2a-c 	<p>impact of those modifications SS 3(8)D.1</p> <ul style="list-style-type: none"> • Recognize and describe that environmental changes can have local, regional, and global consequences. SCI 6(7)B1a,b 	<p>social, economic, and political impact on the country, a region, or on/within a state SS 4(G)B.2</p> <ul style="list-style-type: none"> • The student will recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues. SCI CLG 1.1.1 • The student will apply the skills, processes and concepts of biology, chemistry, physics, or earth science to societal issues. SCI CLG 1.7.1 	<p>1(HS)D1a-c</p>
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C. CULTURAL PERSPECTIVES AND THE ENVIRONMENT

Indicator 1. Investigate cultural perspectives and dynamics and apply their understanding in context.

PK-2	3-5	6-8	9-12	Supporting Curriculum
<ul style="list-style-type: none"> • Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs SS 2(K)A.1 • Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community SS 2(1)A.1 • Analyze elements of two different cultures and how each meets their human needs and contributes to the community SS 2(2)A.1 	<ul style="list-style-type: none"> • Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language (i.e, how different cultures modify the environment to meet human needs) SS 2(3)A.1.a • Define how culture influences people SS 2(4)A.1.a • Describe how environment and location influenced the cultures and lifestyle SS 2(5)A.1.a 	<ul style="list-style-type: none"> • Describe how location and environment influenced early world cultures SS 2(6)A.1.a • Apply understandings of the elements of culture to the studies of modern world regions, such as art, music, religion, government, social structure, education, values, beliefs and customs SS 2(7)A.1.a 	<ul style="list-style-type: none"> • Evaluate the way national, state, and local governments develop policy to address land use and environmental issues, such as urban sprawl, Smart Growth, and commercial use of public land SS 3(G)D.1.e 	<p>English Language Arts RI.K.3,7,8,9,10 RI.1.3,8,7,9,10 RI.2.1,3,7,8,9,10 RI.3.1,2,3,8,9,10 RI.4.1,2,3,5,7,8,9,10 RI.5.1,2,3,5,7,8,9,10 RST.6-8.1,5,6,7,8,9,10 W.6-8.1,2,7,8,9 RST.9-12.1,5,6,7,8,9,10 <i>RI.11-12.5</i> W.9-12.1,2,7,8,9</p> <p>Mathematics SMP1-8</p> <p>Health 1(6)D1a,b</p>

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D. POLITICAL SYSTEMS AND THE ENVIRONMENT				
Indicator 1. Understand how different political systems account for, manage, and affect natural resources and environmental quality.				
PK-2	3-5	6-8	9-12	Supporting Curriculum
<ul style="list-style-type: none"> • Recognize and explain how Earth’s natural resources from the natural environment are used to meet human needs. SCI 6(2)A1a-e • Recognize and describe that the activities of individuals or groups of individuals can affect the environment. SCI 6(2)B1a,b 	<ul style="list-style-type: none"> • Describe the contributions of local government leaders such as county executives, county council, mayor, and city council SS 1(3)B.1.a • Explain the effect that regional interests have on shaping government policy in and around Maryland, such as Chesapeake Bay issues, availability of land for mining, land use SS 1(4)A.3.b • Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs. SCI 6(5)B1a,b 	<ul style="list-style-type: none"> • Analyze the role of governments around the world regarding public policy and issues SS 1(7)A.3 • Evaluate ways citizens use, monitor, and influence the formation and implementation of public policy SS 1(7-8).B.1.b • Explain how regional population patterns, trends, and projections affect the environment and influence government policies SS 3(7)C.1.c • Recognize and describe that environmental changes can have local, regional, and global consequences. SCI 6(7)B1a,b 	<ul style="list-style-type: none"> • Examine the impact of government decisions on individuals and groups, such as approval policies of the Food and Drug Administration (FDA), environmental standards set by the Environmental Protection Agency (EPA), regulations set by the Maryland Department of the Environment SS 1(G)C.3.f • Evaluate the advantages and disadvantages of limited and unlimited political systems SS 2(G)A.1.e1 • Explain the various roles of the United Nations (UN), such as maintaining international peace, enforcing international law, addressing human rights violations and solving international problems (e.g., international environmental problems) SS 2(G)C.1.a • The student will examine regulatory agencies and their social, economic, and political impact on the country, a region, or on/within a state SS 4(G)B.2 • The student will evaluate the interrelationship between humans and air quality. SCI CLG 6.3.1 • The student will evaluate the 	<p>English Language Arts RI.K-2.3,10 RI.3-5.3,7,10 W.3.2,7 W.4.2,7,9 W.5.2,7,9 RST.6-8. 4,5,7,8,9,10 W.6-8.1,2,7,8, RST.9-12 4,5,7,8,9,10 W.9-12 1,2,7,8,9</p> <p>Mathematics SMP1-8 PK-2MD 3-5MD 6-8SP S-ID S-IC</p> <p>Health 1(6)G1a-d</p>

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ENVIRONMENTAL LITERACY INFUSION IN SCIENCE & SOCIAL STUDIES CURRICULA

			<p>interrelationship between humans and water quality and quantity. SCI 6.3.2</p> <ul style="list-style-type: none"> The student will evaluate the interrelationship between humans and land resources. SCI CLG 6.3.3 The student will evaluate the interrelationship between humans and biological resources. SCI CLG 6.3.4 The student will evaluate the interrelationship between humans and energy resources. SCI CLG 6.4.5 	
E. ECONOMICS AND ENVIRONMENT				
Indicator 1. Analyze and explain global economic and environmental connections.				
PK-2	3-5	6-8	9-12	Supporting Curriculum
<ul style="list-style-type: none"> Identify/Explain that goods are things that people make or grow SS 4(Pk-K)A.1.a Explain why people have to make economic choices about goods and services SS 4(2)A.1 Recognize that caring about the environment is an important human activity. 6(1)B1a-c Recognize and describe that the activities of individuals or groups of individuals can affect the environment. SCI 6(2)B1a,b 	<ul style="list-style-type: none"> Give examples of when limited resources affect the decisions producers make SS 4(3)A.2.b Explain that people must make choices because resources are limited relative to economic wants for goods and services in Maryland, past and present SS 4(4)A.1 Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America SS 4(5)A.1 Recognize and describe that consequences may occur when Earth's natural resources are used. 	<ul style="list-style-type: none"> Analyze how scarce economic resources were used to satisfy economic wants in early world history SS 4(6)A.2 Analyze how scarcity of economic resources affects economic choices in contemporary world regions SS 4(7)A.2 Compare how scarce resources affected the decisions of consumers and producers in different regions of the United States SS 4(8)A.2.a Describe how goals of countries affect the use of resources in the pursuit of economic growth, 	<ul style="list-style-type: none"> Evaluate the effect that international, national, and regional interests have on shaping environmental policy, such as logging forested areas, oil drilling, pollution, nuclear power, or alternative energy sources SS 1(G)A.3.e Evaluate how the principles of economic costs, benefits, and opportunity cost are used to address public policy issues, such as environmental and health care concerns SS 4(G)A.1.e The student will evaluate the interrelationship between humans and air quality. 	<p>English Language Arts RI.K.3,8,9,10 RI.1.3,8,9,10 RI.2.1,3,8,9,10 RI.3.1,2,3,8,9,10 RI.4.1,2,3,5,7,8,9,10 RI.5.1,2,3,5,7,8,9,10 W.3.2,7 W.4.2,7,9 W.5.2,7,9 RST.6-8 1,5,6,7,8,9,10 W.6-8.1,2,7,8,9 RST.9-12 1,5,6,7,8,9,10 <i>RI.11-12.5</i> W.9-12.1,2,7,8,9</p> <p>Mathematics SMP1-8 PK-2MD</p>

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	SCI 6(5)B2a-c	<p>and sustainable development SS 4(7)A.2</p> <ul style="list-style-type: none"> Describe the opportunity costs of economic decisions by individuals, businesses, and governments in the U.S. through 1877, such as the decision about territorial acquisition SS 4(8).A.1.a Recognize and describe that environmental changes can have local, regional, and global consequences. SCI 6(7)B1a,b 	<p>SCI CLG 6.3.1</p> <ul style="list-style-type: none"> The student will evaluate the interrelationship between humans and water quality and quantity. SCI 6.3.2 The student will evaluate the interrelationship between humans and land resources. SCI CLG 6.3.3 The student will evaluate the interrelationship between humans and biological resources. SCI CLG 6.3.4 The student will evaluate the interrelationship between humans and energy resources. SCI CLG 6.4.5 	<p>3-5MD 6-8SP S-ID S-IC</p>
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F. TECHNOLOGY AND ENVIRONMENT

Indicator 1. Investigate and examine the social and environmental impacts of various technologies and technological systems on the environment.

PK-2	3-5	6-8	9-12	Supporting Curriculum
<ul style="list-style-type: none"> Begin to be aware of technology and how it affects daily life, such as different ways to fasten shoes and different appliances to cook food SS 4(Pk)A.3.a Begin to be aware of technology and how it affects life SS 4(K)A.3.a Describe how tools and products have affected the way people live, work, or play SS 4(1)A.3.a Examine how technology affects the way people live, 	<ul style="list-style-type: none"> Examine how technology affects the way people live, work, and play SS 4(3)A.3 Explain how technological changes have affected production and consumption in Maryland SS 4(4)A.3 Analyze how technological changes affected production and consumption in Colonial America SS 4(5)A.3 Identify factors that must be considered in any technological design—cost, safety, 	<ul style="list-style-type: none"> Analyze how technological changes affected consumption and production in early world history SS 4(6)A.3 Analyze how technological changes have affected consumption and production in the contemporary world SS 4(7)A.3 Realize that design usually requires taking constraints into account. (Some constraints, such as gravity or the properties of the materials to be used, are unavoidable. Other constraints, including economic, political, 	<ul style="list-style-type: none"> Describe the purpose, roles, and responsibilities of regulatory agencies: Federal Trade Commission (FTC), Federal Aviation Administration (FAA), Environmental Protection Agency (EPA), Food and Drug Administration (FDA), Federal Communications Commission (FCC) SS 4(G)B.2.b Analyze how the actions of regulatory agencies address public issues, market failures, and monopolies at the local, state, and/or national level 	<p>English Language Arts RI.K.3,8,9,10 RI.1.3,8,9,10 RI.2.1,3,8,9,10 RI.3.1,2,3,8,9,10 RI.4.1,2,3,5,7,8,9,10 RI.5.1,2,3,5,7,8,9,10 W.3.2,7 W.4.2,7,9 W.5.2,7,9 RST.6-8 1,5,6,7,8,9,10 W.6-8.1,2,7,8,9 RST.9-12 1,5,6,7,8,9,10 <i>RI.11-12.5</i> W.9-12.1,2,7,8,9</p> <p>Mathematics</p>

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<p>work, and play SS 4(2)A.3</p> <ul style="list-style-type: none"> Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all. SCI 1(PK-2)D1b Explain that something may not work if some of its parts are missing. SCI 1(PK-2)D2b 	<p>environmental impact, and what will happen if the solution fails. SCI 1(3-5)D1c</p>	<p>social, ethical, and aesthetic ones also limit choices.) SCI 1(6-8)D1c</p>	<p>SS 4(G)B.2.c</p> <ul style="list-style-type: none"> The student will evaluate the interrelationship between humans and air quality. SCI CLG 6.3.1 The student will evaluate the interrelationship between humans and water quality and quantity. SCI 6.3.2 The student will evaluate the interrelationship between humans and land resources. SCI CLG 6.3.3 The student will evaluate the interrelationship between humans and biological resources. SCI CLG 6.3.4 The student will evaluate the interrelationship between humans and energy resources. SCI CLG 6.4.5 	<p>SMP1-8 PK-2MD 3-5MD 6-8SP S-ID S-IC</p>
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ENVIRONMENTAL LITERACY INFUSION IN SCIENCE & SOCIAL STUDIES CURRICULA

KEYS

English Language Arts

RST: Reading, Science & Technical Subjects

W: Writing

WHST: Writing in History, Science, & Technical Subjects

CTE

GTT: Gateway To Technology, the middle school program

POE: Principles of Engineering, a foundation course in the high school engineering program

CEA: Civil Engineering and Architecture, a specialty course in the high school engineering program

MI: Medical Interventions, the third course in the biomedical sciences program

BI: Biomedical Innovation, the fourth and capstone course in the biomedical sciences program

Science: PK-8: 6(5)B2a-c = Standard,(Grade),Topic, Indicator, Objectives
CLG: 1.1.1 = Goal, Expectation, Indicator
Math: SMP3 = Standards for Mathematical Practice, Standard
3.NBT = Grade, Content Domain, Standard
CTE: GTT(3.1)2-3 = Course Lesson Concepts

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Social Studies: 1(PK-2)A1a,b = Standard, (Grade), Topic, Indicator, Objectives
Health: 3(5)D1a-c = Standard, (Grade), Topic, Indicator, Objectives
English Language Arts: W.1.8 = Strand, Grade, Standard
Fine Arts: PK-8: Standard, (Grade), Indicator, Objectives
HS: Subject, Outcome, Expectation, Indicator

ENVIRONMENTAL LITERACY INFUSION IN SCIENCE & SOCIAL STUDIES CURRICULA

Mathematics

Standards for Mathematical Practices

- 1: Make sense of problems and persevere in solving them.
- 2: Reason abstractly and quantitatively.
- 3: Construct viable arguments and critique the reasoning of others.
- 4: Model with mathematics.
- 5: Use appropriate tools strategically.
- 6: Attend to precision.
- 7: Look for and make use of structure.
- 8: Look for and express regularity in repeated reasoning.

Content Standards

- OA: Operations and Algebraic Thinking (K-5)
- NBT: Number and Operations in Base Ten (PK-5)
- MD: Measurement and Data (PK-5)
- G: Geometry (PK-8)
- CC: Counting and Cardinality (PK-K)
- NF: Number and Operations-Fractions (3-5)
- RP: Ratio and Proportional Relationships (6-7)
- NS: The Number System (6-8)
- EE: Expressions and Equations (6-8)
- SP: Statistics and Probability (6-8)
- F: Functions (8)

High School

- N-RN: The Real Number System
- N-Q: Quantities
- N-CN: The Complex Number System
- N-VM: Vector and Matrix Quantities
- A-SSE: Seeing Structure in Expressions
- A-APR: Arithmetic with Polynomials and Rational Expressions
- A-CED: Creating Equations
- A-REI: Reasoning with Equations and Inequalities
- F-IF: Interpreting Functions
- F-BF: Building Functions
- F-LE: Linear, Quadratic and Exponential Models
- F-TF: Trigonometric Functions
- G-MG: Modeling with Geometry
- S-ID: Interpreting Categorical and Quantitative Data
- S-IC: Making Inferences and Justifying Conclusions

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