

Connecting National EE Standards to Common Core Standards

The terms “environmental education” and “environmental literacy” can mean different things to different people, depending on their experience base, their focus, and their educational perspective. Regardless of a person’s definitions, it can’t be emphasized enough that we live in a society and a world that expects that our future generations to be more capable of making sound environmental decisions than in the past. Students and employers are demanding that the education sector take action to build a vision, tools, and capabilities for a sustainable future. This challenge brings new opportunities for educators to contribute to teaching and learning that shapes an environmentally literate citizenry.

Education must equip students with knowledge, skills, understanding, attitudes, and values compatible with a sustainable society. It goes beyond the “green” agenda to raise awareness of the complexity and dynamism of issues. It builds capacity for collaboration and creativity in problem-solving, critical reflection and systemic and futures thinking, a trans-disciplinary orientation, and motivates action for environmental sustainability.

Therefore, with the United States moving to develop a set of common core standards for teaching and learning in the K-12 settings, it is imperative that we in Kentucky make sure that those new standards correlate strongly with the learner standards already developed by the North American Association for Environmental Education (NAAEE). (The NAAEE K-12 standards for learning can be found in their entirety at <http://resources.spaces3.com/47edc444-7bd4-4093-918b-7964644cce75.pdf>.)

What follows in this document are “crosswalks” (or cross references) to both the new common core standards for English – Language Arts and for Mathematics. By doing this analysis of the standards one can see that instruction through environmental education can provide a myriad of ways to address the common core standards, while providing the basis for an environmentally literate Commonwealth.

Introduction to the English – Language Arts Crosswalks

For the first time in the nation’s history, the United States of America has released a common set of national standards (adopted by 46 states) with a singular focus on getting all of America’s students prepared to succeed in college and/or their careers.

The key skills articulated in the *Common Core State Standards for English Language Arts* are essential tools required for students to be functionally literate, but they go beyond basic reading and writing skills to include critical thinking, analysis, and synthesis. Specifically, the Kentucky Department of Education recognizes that students must demonstrate independent thought, with the ability to build on others’ ideas, articulate their own. Most importantly to the field of environmental education – students are expected to become self-directed learners, able to seek out and use resources including their peers, teachers, and print or digital materials. Practitioners of environmental education in the classroom and in the field seek to engage students in inquiry-based learning that often starts with exploring environmental resources and issues in their own communities.

Also important to the field of environmental education and to the English Language Arts (ELA) standards is the notion that students are “engaged and open-minded – but discerning” in reading and listening, so that they can question an author’s or speaker’s claims to assess their veracity or soundness in reasoning. Since the ELA standards emphasize preparing students to be college/career ready in an increasingly global community, students are expected to better understand other perspectives and cultures while evaluating multiple points of view critically and constructively. Author John Hug, in his historical “Two Hats” essay, points to the significance of these skills and the role they play in environmental education when he says: “An environmental educator...is any world citizen who uses information and educational processes to help people analyze the merits of the many and varied points of view usually present on a given environmental issue.”

Using the environment as a theme for learning ELA skills allows students to achieve proficiency through real-world inquiry. A student writing an essay about a tree or a pond will emerge with a rich and varied description and story, if the student is allowed to experience that tree or pond first-hand. The authenticity of the learning context helps students integrate and understand concepts that may otherwise be abstract.

The lens of environmental education offers a number of connections to *Common Core State Standards for English Language Arts*. The intent of this correlation is to help teachers understand how the *Common Core State Standards for English Language Arts* compare with expectations found in *the North American Association for Environmental Education Standards for Excellence in Learning (K-12)*.

Common Core Standards for English and Language Arts

READING:

<i>Anchor Standards for Reading (K-12)</i>	<i>NAAEE: Guidelines for Learning (4th Grade)</i>	<i>NAAEE: Guidelines for Learning (8th Grade)</i>	<i>NAAEE: Guidelines for Learning (12th Grade)</i>
Key Ideas and Details			
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>1C. Collecting information – Learners are able to locate and collect information about the environment and environmental topics.</p> <p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p>	<p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p>	<p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>1A. Questioning – Learners are able to develop questions that help them learn about the environment and do simple investigations.</p>	<p>1A. Questioning – Learners are able to develop, focus, and explain questions that help them learn about the environment and do environmental investigations.</p>	<p>1A. Questioning – Learners are able to develop, modify, clarify, and explain questions that guide environmental investigations of various types. They understand factors that influence the</p>

	<p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p>	<p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p>	<p>questions they pose.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
Craft and Structure			
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p>	<p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p>	<p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>1A. Questioning – Learners are able to develop questions that help them learn about the environment and do simple investigations.</p> <p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p>	<p>1A. Questioning – Learners are able to develop, focus, and explain questions that help them learn about the environment and do environmental investigations.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p>	<p>1A. Questioning – Learners are able to develop, modify, clarify, and explain questions that guide environmental investigations of various types. They understand factors that influence the questions they pose.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>1A. Questioning – Learners are able to develop questions that help them learn about the environment and do simple investigations.</p>	<p>1A. Questioning – Learners are able to develop, focus, and explain questions that help them learn about the environment and do environmental investigations.</p>	<p>1A. Questioning – Learners are able to develop, modify, clarify, and explain questions that guide environmental investigations of various types. They</p>

	<p>1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p> <p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p>	<p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p>	<p>understand factors that influence the questions they pose.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
Integration of Knowledge and Ideas			
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p> <p>1E. Organizing information – Learners are able to describe data and organize information to search for relationships and patterns concerning the environment and environmental topics.</p> <p>1F. Working with models and simulations – Learners understand that relationships, patterns, and processes can be represented by models.</p> <p>1G. Drawing conclusions and</p>	<p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.</p> <p>1F. Working with models and simulations – Learners understand many of the uses and limitations of models.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p>	<p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1E. Organizing information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.</p> <p>1F. Working with models and simulations – Learners are able to create, use, and evaluate models to understand environmental phenomena.</p> <p>1G. Drawing conclusions and developing explanations –</p>

	<p>developing explanations – Learners can develop simple explanations that address their questions about the environment.</p>	<p>3.1A.* Identifying and investigating issues – Learners are able to use primary and secondary sources of information, and apply growing research and analytical skills, to investigate environmental issues, beginning in their own community.</p>	<p>Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p> <p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p>	<p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p> <p>3.1A.* Identifying and investigating issues – Learners are able to use primary and secondary sources of information, and apply growing research and analytical skills, to investigate environmental issues, beginning in their own community.</p>	<p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p> <p>1G. Drawing conclusions and</p>	<p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their</p>	<p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1G. Drawing conclusions and developing explanations –</p>

	<p>developing explanations – Learners can develop simple explanations that address their questions about the environment.</p>	<p>observations and findings into coherent explanations.</p> <p>3.1A.* Identifying and investigating issues – Learners are able to use primary and secondary sources of information, and apply growing research and analytical skills, to investigate environmental issues, beginning in their own community.</p>	<p>Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
Range of Reading and Text Complexity			
10. Read and comprehend complex literary and informational texts independently and proficiently.	-	-	-

*If the nature of the reading experience involves an environmental topic or issue, 3.1A would connect to this standard.

WRITING:

<i>Anchor Standards for Writing (K-12)</i>	<i>NAAEE: Guidelines for Learning (4th Grade)</i>	<i>NAAEE: Guidelines for Learning (8th Grade)</i>	<i>NAAEE: Guidelines for Learning (12th Grade)</i>
Text Types and Purposes			
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>1C. Collecting information – Learners are able to locate and collect information about the environment and environmental topics.</p> <p>1D. Evaluating accuracy and reliability – Learners understand the need to use</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p>

	<p>reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p> <p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p> <p>3.1A. Identifying and investigating issues – Learners are able to identify and investigate issues in their local environments and communities.</p>	<p>weaknesses and strengths of the information they are using.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p> <p>3.1A. Identifying and investigating issues – Learners are able to use primary and secondary sources of information, and apply growing research and analytical skills, to investigate environmental issues, beginning in their own community.</p>	<p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p> <p>3.1A. Identifying and investigating issues – Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.</p>
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>1C. Collecting information – Learners are able to locate and collect information about the environment and environmental topics.</p> <p>1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p> <p>1E. Organizing information – Learners are able to describe data and organize information to search for relationships and patterns</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1E. Organizing Information –</p>

	<p>concerning the environment and environmental topics.</p> <p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p> <p>3.1A. Identifying and investigating issues – Learners are able to identify and investigate issues in their local environments and communities.</p>	<p>analysis and interpretation.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p> <p>3.1A. Identifying and investigating issues – Learners are able to use primary and secondary sources of information, and apply growing research and analytical skills, to investigate environmental issues, beginning in their own community.</p>	<p>Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p> <p>3.1A. Identifying and investigating issues – Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>1C. Collecting information – Learners are able to locate and collect information about the environment and environmental topics.</p> <p>1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p> <p>1E. Organizing information – Learners are able to describe data and organize information to search for relationships and patterns concerning the environment and</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1E. Organizing Information – Learners are able to organize and</p>

	<p>environmental topics.</p> <p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p>	<p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p>	<p>display information in ways appropriate to different types of environmental investigations and purposes.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
Production and Distribution of Writing			
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p> <p>1E. Organizing information – Learners are able to describe data and organize information to search for relationships and patterns concerning the environment and environmental topics.</p>	<p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.</p>	<p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1E. Organizing Information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	-	-	-
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and</p>	<p>2.4D. Technology – Learners understand that technology is an integral part of human existence and culture.</p>	<p>2.4D. Technology – Learners understand the human ability to shape and control the environment as a function of the capacities for creating knowledge and</p>	<p>2.4D. Technology – Learners are able to examine the social and environmental impacts of various technologies and technological systems.</p>

collaborate with others.		developing new technologies.	
Research to Build and Present Knowledge			
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<p>1A. Questioning – Learners are able to develop questions that help them learn about the environment and do simple investigations.</p> <p>1B. Designing Investigations – Learners are able to design simple investigations.</p> <p>1C. Collecting information – Learners are able to locate and collect information about the environment and environmental topics.</p> <p>1D. Evaluating accuracy and reliability - Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p> <p>1E. Organizing information – Learners are able to describe data and organize information to search for relationships and patterns concerning the environment and environmental topics.</p> <p>1G. Drawing conclusions and developing explanations – Learners can develop simple</p>	<p>1A. Questioning – Learners are able to develop, focus, and explain questions that help them learn about the environment and do environmental investigations.</p> <p>1B. Designing Investigations – Learners are able to design environmental investigations to answer particular questions—often their own questions.</p> <p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their</p>	<p>1A. Questioning – Learners are able to develop, modify, clarify, and explain questions that guide environmental investigations of various types. They understand factors that influence the questions they pose.</p> <p>1B. Designing Investigations – Learners know how to design investigations to answer particular questions about the environment. They are able to develop approaches for investigating unfamiliar types of problems and phenomena.</p> <p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p>

	<p>explanations that address their questions about the environment.</p> <p>3.1A. Identifying and investigating issues – Learners are able to identify and investigate issues in their local environments and communities.</p>	<p>observations and findings into coherent explanations.</p> <p>3.1A*. Identifying and investigating issues – Learners are able to use primary and secondary sources of information, and apply growing research and analytical skills, to investigate environmental issues, beginning in their own community.</p>	<p>1E. Organizing Information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p> <p>3.1A*. Identifying and investigating issues – Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.</p>
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>1C. Collecting information – Learners are able to locate and collect information about the environment and environmental topics.</p> <p>1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p> <p>1E. Organizing information – Learners are able to describe data and organize information to search for relationships and patterns</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1E. Organizing Information –</p>

	<p>concerning the environment and environmental topics.</p> <p>1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.</p> <p>3.1A*. Identifying and investigating issues – Learners are able to identify and investigate issues in their local environments and communities.</p>	<p>3.1A*. Identifying and investigating issues – Learners are able to use primary and secondary sources of information, and apply growing research and analytical skills, to investigate environmental issues, beginning in their own community.</p>	<p>Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.</p> <p>3.1A*. Identifying and investigating issues – Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>1A. Questioning – Learners are able to develop questions that help them learn about the environment and do simple investigations.</p> <p>1C. Collecting information – Learners are able to locate and collect information about the environment and environmental topics.</p> <p>1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information.</p>	<p>1A. Questioning – Learners are able to develop, focus, and explain questions that help them learn about the environment and do environmental investigations.</p> <p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability- Learners are able to judge the weaknesses and strengths of the information they are using.</p>	<p>1A. Questioning – Learners are able to develop, modify, clarify, and explain questions that guide environmental investigations of various types. They understand factors that influence the questions they pose.</p> <p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p>

Range of Writing			
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	-	-	-

*If the nature of the writing involves an environmental issue, 3.1A would connect to this standard.

LISTENING AND SPEAKING

<i>College and Career Readiness Anchor Standards for Listening and Speaking (K-12)</i>	<i>NAAEE: Guidelines for Learning (4th Grade)</i>	<i>NAAEE: Guidelines for Learning (8th Grade)</i>	<i>NAAEE: Guidelines for Learning (12th Grade)</i>
Comprehension and Collaboration			
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>3.1C*. Identifying and evaluating alternative solutions and courses of action – Learners understand there are many approaches to resolving issues.</p> <p>3.1D*. Working with flexibility, creativity, and openness – Learners understand the importance of sharing ideas and hearing other points of view.</p> <p>3.2A*. Forming and evaluating personal views – Learners are able to examine and express their own views on</p>	<p>3.1C*. Identifying and evaluating alternative solutions and courses of action – Learners are able to identify and develop action strategies for addressing particular issues.</p> <p>3.1D*. Working with flexibility, creativity, and openness – Learners are able to consider the assumptions and interpretations that influence the conclusions they and others draw about environmental issues.</p> <p>3.2A*. Forming and evaluating personal views – Learners are able to identify, justify,</p>	<p>3.1C*. Identifying and evaluating alternative solutions and courses of action – Learners are able to identify and propose action strategies that are likely to be effective in particular situations and for particular purposes.</p> <p>3.1D*. Working with flexibility, creativity, and openness – While environmental issues investigations can bring to the surface deeply held views, learners are able to engage each other in peer review conducted in the spirit of open inquiry.</p>

	environmental issues.	and clarify their views on environmental issues and alternative ways to address them.	3.2A*. Forming and evaluating personal views – Learners are able to communicate, evaluate, and justify their own views on environmental issues and alternative ways to address them.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information. 1E. Organizing information – Learners are able to describe data and organize information to search for relationships and patterns concerning the environment and environmental topics.	1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using. 1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.	1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources. 1E. Organizing information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	1D. Evaluating accuracy and reliability – Learners understand the need to use reliable information to answer their questions. They are familiar with some basic factors to consider in judging the merits of information. 3.1D*. Working with flexibility, creativity, and openness – Learners understand the importance of sharing ideas and hearing other points of view.	1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using. 3.1D*. Working with flexibility, creativity, and openness – Learners are able to consider the assumptions and interpretations that influence the conclusions they and others draw about environmental issues.	1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources. 3.1D*. Working with flexibility, creativity, and openness – While environmental issues investigations can bring to the surface deeply held views, learners are able to engage each other in peer review conducted in the spirit of open inquiry.
Presentation of Knowledge and Ideas			
4. Present information,	1E. Organizing information –	1E. Organizing information –	1E. Organizing information –

findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Learners are able to describe data and organize information to search for relationships and patterns concerning the environment and environmental topics. 1G. Drawing conclusions and developing explanations – Learners can develop simple explanations that address their questions about the environment.	Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation. 1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.	Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes. 1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	1E. Organizing information – Learners are able to describe data and organize information to search for relationships and patterns concerning the environment and environmental topics.	1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.	1E. Organizing information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	3.2A*. Forming and evaluating personal views – Learners are able to examine and express their own views on environmental issues.	3.2A*. Forming and evaluating personal views – Learners are able to identify, justify, and clarify their views on environmental issues and alternative ways to address them.	3.2A*. Forming and evaluating personal views – Learners are able to communicate, evaluate, and justify their own views on environmental issues and alternative ways to address them.

*If the nature of the listening and speaking involves an environmental issue, 3.1C, 3.1D, 3.2A would connect to this standard.

READING FOR LITERACY IN HISTORY AND SOCIAL STUDIES:

<i>Reading for Literacy in History and Social Studies</i>	<i>NAAEE: Guidelines for Learning (6-8)</i>	<i>NAAEE: Guidelines for Learning (9-12)</i>
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(6-12)		
Key Ideas and Details		
RH1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	<p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p>
RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.	1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.
RH3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.	<p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p> <p>3.1B* Sorting out the consequences of issues – Learners are able to evaluate the consequences of specific environmental changes, conditions, and issues for human and ecological systems.</p>
Craft and Structure		
RH4. Determine the meaning of words and phrases as they are used in a text, including	-	-

vocabulary describing political, social, or economic aspects of history/social science.		
RH5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	-	-
RH6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.	1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.
Integration of Knowledge and Ideas		
RH7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation. 1F. Organizing information – Learners understand many of the uses and limitations of models.	1E. Organizing information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes. 1F. Organizing information – Learners are able to create, use, and evaluate models to understand environmental phenomena
RH8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using. 1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.	1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources. 1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.

<p>RH9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p>	<p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
<p>Range of Reading and Text Complexity</p>		
<p>RH10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>-</p>	<p>-</p>

*If the nature of the literacy assignment involves an environmental issue, then 3.1B would connect to this standard.

- Note: Since the 6-8, 9-10 and 11-12 standards in this section are so similar, we decided to use a generic “RH1, RH2, etc.” and chose to use the 9-10 wording since it was in the middle of the three sets. We did NOT use the Anchor Standards for College and Career Readiness Anchor Standards for Reading or College and Career Readiness Anchor Standards for Writing.

READING FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

<p><i>Anchor Standards for Reading in Science and Technical Subjects (6-12)</i></p>	<p><i>NAAEE: Guidelines for Learning (6-8)</i></p>	<p><i>NAAEE: Guidelines for Learning (9-12)</i></p>
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Key Ideas and Details		
RST1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	<p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p>
RST2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.	1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.
RST3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	-	-
Craft and Structure		
RST4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	-	-

RST5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	-	-
RST6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	-	-
Integration of Knowledge and Ideas		
RST7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	<p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.</p> <p>1F. Working with models and simulations – Learners understand many of the uses and limitations of models.</p>	<p>1E. Organizing information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.</p> <p>1F. Working with models and simulations – Learners are able to create, use, and evaluate models to understand environmental phenomena.</p>
RST8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	<p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p>	<p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
RST9. Compare and contrast findings presented in a text to those from other sources	1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.	-

(including their own experiments), noting when the findings support or contradict previous explanations or accounts.		
Range of Reading and Text Complexity		
RST10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	-	-

- Note: Since the 6-8, 9-10 and 11-12 standards in this section are so similar, we decided to use a generic “RST1, RST2, etc.” and chose to use the 9-10 wording since it was in the middle of the three sets. We did NOT use the Anchor Standards for College and Career Readiness Anchor Standards for Reading or College and Career Readiness Anchor Standards for Writing.

WRITING FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (6-12)	<i>NAAEE: Guidelines for Learning (6-8)</i>	<i>NAAEE: Guidelines for Learning (9-12)</i>
Text Types and Purposes		
WHST1. Write arguments focused on <i>discipline-specific content</i> .	<p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p>

	<p>strengths of the information they are using.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p> <p>2.3E*. Change and conflict – Learners understand that human social systems change over time and that conflicts sometimes arise over differing and changing viewpoints about the environment.</p> <p>3.1A*. Identifying and investigating issues – Learners are able to use primary and secondary sources of information, and apply growing research and analytical skills, to investigate environmental issues, beginning in their own community.</p> <p>3.1B*. Sorting out the consequences of issues – Learners are able to apply their knowledge of ecological and human processes and systems to identify the consequences of specific environmental issues.</p> <p>3.1C*. Identifying and evaluating alternative solutions and courses of action – Learners are able to identify and develop action strategies for addressing particular issues.</p>	<p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p> <p>2.3E*. Change and conflict – Learners understand the functioning of public processes for promoting and managing change and conflict, and can analyze their effects on the environment.</p> <p>3.1A*. Identifying and investigating issues – Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.</p> <p>3.1B*. Sorting out the consequences of issues – Learners are able to evaluate the consequences of specific environmental changes, conditions, and issues for human and ecological systems.</p> <p>3.1C*. Identifying and evaluating alternative solutions and courses of action – Learners are able to identify and propose action strategies that are likely to be effective in particular situations and for particular purposes.</p>
<p>WHST2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability –</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p>

	<p>Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p>	<p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1E. Organizing information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p>
<p>WHST3. (See note; not applicable as a separate requirement)</p> <p>Note</p> <hr/> <p>Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step</p>	<p>(See Note – Not Applicable)</p>	<p>(See Note – Not Applicable)</p>

procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.		
Production and Distribution of Writing		
WHST4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.</p>	<p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1E. Organizing information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.</p>
WHST5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	-	-
WHST6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	-	-
Research to Build and Present Knowledge		
WHST7. Conduct short as well as more sustained research projects to answer a question	<p>1A. Questioning – Learners are able to develop, focus, and explain questions that help them learn about the</p>	<p>1A. Questioning – Learners are able to develop, modify, clarify, and explain questions that guide environmental</p>

<p>(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>environment and do environmental investigations.</p> <p>1B. Designing Investigations – Learners are able to design environmental investigations to answer particular questions—often their own questions.</p> <p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to synthesize their observations and findings into coherent explanations.</p> <p>3.1A*. Identifying and investigating issues – Learners are able to use primary and secondary sources of information, and apply growing research and analytical skills, to investigate environmental issues, beginning in their own community.</p>	<p>investigations of various types. They understand factors that influence the questions they pose.</p> <p>1B. Designing Investigations – Learners know how to design investigations to answer particular questions about the environment. They are able to develop approaches for investigating unfamiliar types of problems and phenomena.</p> <p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1E. Organizing Information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.</p> <p>1G. Drawing conclusions and developing explanations – Learners are able to use evidence and logic in developing proposed explanations that address their initial questions and hypotheses.</p> <p>3.1A*. Identifying and investigating issues – Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.</p>
<p>WHST8. Gather relevant</p>	<p>1C. Collecting information –</p>	<p>1C. Collecting information –</p>

<p>information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>1E. Organizing information – Learners are able to classify and order data, and to organize and display information in ways that help analysis and interpretation.</p> <p>3.1A*. Identifying and investigating issues – Learners are able to use primary and secondary sources of information, and apply growing research and analytical skills, to investigate environmental issues, beginning in their own community.</p>	<p>Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>1E. Organizing Information – Learners are able to organize and display information in ways appropriate to different types of environmental investigations and purposes.</p> <p>3.1A*. Identifying and investigating issues – Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.</p>
<p>WHST9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information about the environment or environmental topics using a variety of methods and sources.</p> <p>1D. Evaluating accuracy and reliability – Learners are able to judge the weaknesses and strengths of the information they are using.</p> <p>3.1B*. Sorting out the consequences of issues – Learners are able to apply their knowledge of ecological and human processes and systems to identify the consequences of specific environmental issues.</p> <p>3.1C*. Identifying and evaluating alternative</p>	<p>1C. Collecting information – Learners are able to locate and collect reliable information for environmental investigations of many types. They know how to use sophisticated technology to collect information, including computer programs that access, gather, store, and display data.</p> <p>1D. Evaluating accuracy and reliability – Learners can apply basic logic and reasoning skills to evaluate completeness and reliability in a variety of information sources.</p> <p>3.1B* Sorting out the consequences of issues – Learners are able to evaluate the consequences of specific environmental changes, conditions, and issues for human and ecological systems.</p>

	solutions and courses of action – Learners are able to identify and develop action strategies for addressing particular issues.	3.1C*. Identifying and evaluating alternative solutions and courses of action – Learners are able to identify and propose action strategies that are likely to be effective in particular situations and for particular purposes.
Range of Writing		
WHST10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	-	-

*If the nature of the written argument involves an environmental issue, then 2.3E and 3.1A, 3.1B, and 3.1C would connect to this standard.

Note: According to the Common Core Standards, this is not applicable as a separate requirement.

- Note: Since the 6-8, 9-10 and 11-12 standards in this section are so similar, we decided to use a generic “WHST1, WHST2, etc.” and chose to use the 9-10 wording since it was in the middle of the three sets. We did NOT use the Anchor Standards for College and Career Readiness Anchor Standards for Reading or College and Career Readiness Anchor Standards for Writing.