

## ENVIRONMENTAL LITERACY AND SUSTAINABILITY LONG TERM TRANSFER GOALS

*Long Term Transfer Goals (LTTG) provide the overarching practices that serve as a foundation for a robust curriculum. All curricula should relate to one or more of the LTTGs detailed below – as they highlight the effective uses of understanding, knowledge, and skill that we seek in the long run (i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.)*

Students will be able to independently use their learning to:

- Engage in informed consumer practices and choices that take into account the impact on agricultural and environmental systems.
- Categorize, analyze, and interpret how humans and environmental systems relate and affect one another.
- Evaluate and engage in discussion surrounding local and global issues that relate to resource use and management.
- Examine, analyze, interpret, and apply how an individual and community impacts the use and management of natural resources.
- Examine, develop, analyze, and interpret how watersheds function as a system and are impacted by external factors.
- Engage in informed use of land and water to contribute to a positive impact on local watersheds and wetlands.
- Understand how complex human and natural systems interact with each other and use empathy and data-informed evidence to make choices for the well-being of other species, including humans and the environment.
- Integrate scientific practices to research and investigate complex issues, problems, and phenomena.
- Understand, describe, and communicate the interconnected nature of local, regional, national, and global scales of environmental issues.
- Evaluate cost-benefit analysis in addressing solutions to environmental impacts.
- Carry out an investigation and collect data in an authentic environmental setting.
- Explain how the natural and designed worlds are interrelated and the application of scientific knowledge, technology, and engineering can have beneficial or harmful consequences, some of which may be unintended.
- Make informed decisions and identify solutions to environmental challenges.
- Recognize environmental injustices and take actions to mitigate them at various scales.

**AGRICULTURAL AND ENVIRONMENTAL SYSTEMS AND RESOURCES**

<p><b>BIG IDEA</b></p> <p><i>Declarative statement describes concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.</i></p>	<p><b>ESSENTIAL QUESTION(S)</b></p> <p><i>Questions specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.</i></p>
<p>Living things, including humans, utilize natural resources in ways that impact agricultural and environmental systems.</p>	<ul style="list-style-type: none"> <li>• How do living things utilize natural resources in ways that impact agricultural and environmental systems?</li> <li>• How do agricultural systems interact with environmental systems?</li> </ul>
<p>Human cultures and societies experience and interact with the environment in various ways.</p>	<ul style="list-style-type: none"> <li>• How do human cultures and societies experience, interact, and value local, regional, and/or global environments?</li> <li>• How do various human cultures express their beliefs about nature and the environment?</li> <li>• How are natural resources managed by people from various cultures and communities?</li> </ul>
<p>Watersheds and wetlands function as interconnected systems that support, impact, and are influenced by living things.</p>	<ul style="list-style-type: none"> <li>• How do watersheds and wetlands function as interconnected systems that support, impact, and are influenced by living things?</li> <li>• How do human actions impact the functions of watersheds and wetlands?</li> </ul>

### ENVIRONMENTAL LITERACY SKILLS

#### BIG IDEA

*Declarative statement describes concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.*

#### ESSENTIAL QUESTION(S)

*Questions are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.*

The environment provides multi-faceted opportunities to develop and apply interdisciplinary literacy skills to investigate complex issues at various scales.

- How do investigations of local environmental issues expand understanding and facilitate potential solutions to other local, regional, and/or global environmental issues?

Conducting scientific investigations using place-based inquiry and authentic, outdoor field experience(s) are essential to understanding local environmental issues.

- How do we balance societal values, practices, and cost-benefit analysis (long-term and short-term) in addressing environmental issues? How can conducting local field investigations lead to identifying, understanding, and addressing environmental issues in my community?

### SUSTAINABILITY AND STEWARDSHIP

#### BIG IDEA

*Declarative statement describes concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.*

#### ESSENTIAL QUESTION(S)

*Questions are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.*

Best management practices and data driven resource management, as well as environmental laws and policies, encourage environmental sustainability.

- How do actions and regulations support the equitable availability of resources for current and future generations?

Environmental stewardship practices are essential to improving environmental quality, sustainability, and community well-being.

- How can human actions improve environmental quality, sustainability, and community well-being?

Environmental justice plays an important role in providing equitable protection from environmental hazards or concerns for all people.

- How do human actions impact environmental justice issues for individuals and communities?
- How do human actions impact the equitable access, use, and disposal of natural resources?