



**Grades 9–12**

**3.4.9-12.D Environmental Literacy and Sustainability:** Environmental Literacy Skills

*Students who demonstrate understanding can apply research and analytical skills to systematically investigate environmental issues ranging from local issues to those that are regional or global in scope.*

**Clarifying Statement:** Emphasis is on students’ ability to articulate assumptions, goals, priorities, and values that underlie perspectives on environmental issues.

**Assessment Boundary:** N/A

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
<p><b>Obtaining, Evaluating, and Communicating Information</b></p> <p>Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> <li>Gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and usefulness of each source.</li> </ul>	<p><b>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</b></p> <ul style="list-style-type: none"> <li>A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability.</li> </ul> <p><b>LS4.D: Biodiversity and Humans</b></p> <ul style="list-style-type: none"> <li>Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction).</li> <li>Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.</li> </ul> <p><b>ESS3.C: Human Impacts on Earth Systems</b></p> <ul style="list-style-type: none"> <li>The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</li> </ul>

**Pennsylvania Context:** N/A

**PA Career Ready Skills:** Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.



**Connections to Other Standards Content and Practices**

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
<b>Agriculture (AFNR)</b>	CS.02.02.02.a: Define and summarize societies on local, state, national and global levels and describe how they relate to AFNR systems.
<b>Science, Environmental Literacy and Sustainability (NAAEE)</b>	9-12 Strand 1.C. Collecting information: Learners use established protocols to locate and collect information for environmental investigations of many types. They use increasingly sophisticated methods and technology to access, gather, store, and display the information they collect.
<b>PA Core Standards: ELA</b>	<p>CC.3.5.9-12.A: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>CC.3.5.11-12.A: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>CC.3.6.9-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.3.6.9-12.H: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>PA Core Standards and Practices: Math</b>	<p>MP.2: Reason abstractly and quantitatively.</p> <p>MP.4: Model with mathematics.</p> <p>CC.2.4.HS.B.2: Summarize, represent, and interpret data on two categorical and quantitative variables.</p> <p>CC.2.4.HS.B.4: Recognize and evaluate random processes underlying statistical experiments.</p> <p>CC.2.4.HS.B.5: Make inferences and justify conclusions based on sample surveys, experiments, and observational studies.</p>
<b>PA Standards: Social Studies</b>	7.4.12.B: Analyze the global effects of human activity on the physical systems.
<b>Educational Technology (ISTE)</b>	1.1. Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
<b>Technology and Engineering (ITEEA)</b>	STEL-4P: Evaluate ways that technology can impact individuals, society, and the environment.