



Grades K–2

3.4.K-2.B Environmental Literacy and Sustainability: Agriculture and Environmental Systems and Resources

Students who demonstrate understanding can *examine how people from different cultures and communities, including one's own, interact and express their beliefs about nature.*

Clarifying Statement: Emphasis is on how students' interactions and beliefs about nature compare to someone living in a different community. Emphasis is not on judging anyone's interactions or beliefs about nature.

Assessment Boundary: N/A

Science and Engineering Practices (SEP)	Disciplinary Core Ideas (DCI)	Crosscutting Concepts (CCC)
Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. <ul style="list-style-type: none"> Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. 	Natural Resources <ul style="list-style-type: none"> Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. Human Impacts on Earth Systems <ul style="list-style-type: none"> Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. 	Patterns <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. Cause and Effect <ul style="list-style-type: none"> Events have causes that generate observable patterns.

Pennsylvania Context: N/A

PA Career Ready Skills: Demonstrate respect for the uniqueness of others.

Connections to Other Standards Content and Practices

Standard Source	Possible Connections to Other Standard(s) or Practice(s)
Agriculture (AFNR)	CS.01.01.01.b: Analyze and summarize AFNR issues and their impact on local, state, national and global levels.
Science, Environmental Literacy and Sustainability (NAAEE)	K-4 Strand 2.2.B. Culture: Learners identify ways that people express different cultural backgrounds and how these can influence environmental perceptions and activities.



Standard Source	Possible Connections to Other Standard(s) or Practice(s)
PA Core Standards: ELA	<p>CC.1.4.K-1.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
PA Core Standards and Practices: Math	<p>MP.2: Reason abstractly and quantitatively.</p> <p>MP.5: Use appropriate tools strategically.</p> <p>CC.2.4.1.A.4: Represent and interpret data using tables/charts.</p>
PA Standards: Social Studies	<p>6.1.K.A: Identify how scarcity influences choice.</p> <p>8.2.1.C: Identify holiday and cultural celebrations in a community and why they are celebrated.</p> <p>8.4.1.A: Explain why cultures celebrate.</p>
Educational Technology (ISTE)	<p>1.7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p>
Technology and Engineering (ITEEA)	<p>STEL-1A: Compare the natural world and human-made world.</p>