Wisconsin Environmental Literacy & Sustainability

Grades 3, 4, 5

Adopted 2018

Connect

C1. Students develop and connect with their sense of place and well-being through observation, exploration, and questioning . ELS.C1

A. Perspective C1.A

i. Explain how one's understanding of how the world works is developed from experience, and identify personal experiences that have shaped one's own mental models. ELS.C1.A.I

B. Sense of Place C1.B

i. Describe natural and cultural histories of a locality, explain the relationship between the two from a variety of perspectives , and identify how that creates a sense of place. Examine how meeting one's needs for food, water, and shelter can impact natural and cultural systems. ELS.C1.B.I

C. Curiosity and Wonder C1.C

i. Investigate and classify natural and designed objects, formulate questions about the relationship between physical and natural characteristics of the environment (e.g., soil/plants, water/animals), identify patterns, make predictions, and solve problems through sensory observations and active exploration outdoors. ELS.C1.C.I

D. Well-being C1.D

a. Develop goals to promote personal wellness, mindfulness, confidence, and self regulation, and stretch mental and physical limits through activities in and about nature. ELS.C1.D.I.A

b. Compare and contrast creativity, personal wellness, and academics in indoor and outdoor environments. ELS.C1.D.I.B

c. Identify areas in the community that promote well-being and explain why. ELS.C1.D.I.C

Explore

EX2. Students evaluate relationships and structures of natural and cultural systems and analyze their interdependence. ELS.EX2

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A. Systems Thinking EX2.A

a. Analyze a system to break it down into its component parts to understand their interconnectedness in forming the whole system. ELS.EX2.A.I.A

b. Identify a familiar system, differentiate and relate ideas, identify nested systems, consider perspectives and alternative boundaries, and name parts of relationships. ELS.EX2.A.I.B

c. Describe how perspective is comprised of both a point and a view. ELS.EX2.A.I.C

B. Natural Systems Emphasis EX2.B

i. Explain how living and nonliving things can affect survival of organisms. Recognize ways that organisms depend on other organisms (e.g., plants depend on animals for pollination and seed dispersal) and that each has a role in the function of the ecosystem (e.g., producers, consumers, and decomposers). ELS.EX2.B.I

C. Cultural Systems Emphasis EX2.C

a. Investigate how Wisconsin's natural systems have shaped the state's cultural systems. ELS.EX2.C.I.A

b. Investigate how access to renewable and nonrenewable natural resources necessary for survival influences human interactions between and within geographic regions. ELS.EX2.C.I.B

c. Identify the basic role of the legislative, executive, and judicial branches of government in regard to the environment and sustainability. ELS.EX2.C.I.C

EX3. Students assess how diversity influences health and resilience of natural and cultural systems. ELS.EX3

A. Multiple Perspectives EX3.A

a. Compare and contrast the perspectives of people from various cultures who have had an impact on the environment and sustainability. ELS.EX3.A.I.A

b. Examine the accuracy, reliability, and biases of sources used to learn about environmental and sustainability-related topics. ELS.EX3.A.I.B

B. Natural Systems Emphasis EX3.B

a. Evaluate how diversity influences the quality of ecosystem functions that provide resources and services necessary for survival and how different roles contribute to diversity (e.g., balance of producers and consumers needed for a healthy, diverse food chain or the impact of soil, water, and air quality on life). ELS.EX3.B.I.A

b. Examine discoveries and technologies that influence the characteristics and quality of natural systems and develop new solutions. ELS.EX3.B.I.B

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C. Cultural Systems Emphasis EX3.C

a. Describe how cultures relate to their environments. ELS.EX3.C.I.A

b. Examine different perspectives on shared natural resources, and identify ways to measure health. ELS.EX3.C.I.B

c. Describe the importance of creating equitable policies, rules, and laws. ELS.EX3.C.I.C

d. Discuss the idea of right and wrong and examine impacts of individual actions. ELS.EX3.C.I.D

EX4. Analyze the interactions and outcomes of cycles and flows in natural and cultural systems. ELS.EX4

A. Natural Systems Emphasis EX4.A

a. Explain how energy can be converted from one form to another form (e.g., animals break down the food they eat to obtain energy and material to build body structures). ELS.EX4.A.I.A

b. Explain how water, in its different forms, moves through the water cycle. ELS.EX4.A.I.B

c. Illustrate the cycling of matter between living and nonliving systems. ELS.EX4.A.I.C

B. Cultural Systems Emphasis EX4.B

a. Examine the cycle of renewable and nonrenewable natural resources in a local community from resource production, to consumer acquisition and use, to disposal. ELS.EX4.B.I.A

b. Recognize the relationship between the environment providing resources, consumer's demand for these resources, and employers who provide jobs and income. ELS.EX4.B.I.B

EX5. Investigate and analyze how change and adaptation impact natural and cultural systems. ELS.EX5

A. Decision Making EX5.A

a. Explain how one's cultural identity and views can influence decision-making and sustainability in natural and cultural systems. ELS.EX5.A.I.A

b. Identify parts, relationships, and perspectives present in a local issue, and examine the impact of individual and group choices on natural and cultural systems. ELS.EX5.A.I.B

B. Natural Systems Emphasis EX5.B

a. Describe how living things respond to changes in natural systems. ELS.EX5.B.I.A

b. Explain how changes affect how organisms adapt and survive. ELS.EX5.B.I.B

c. Observe and compare changes in weather and climatic patterns and how each affects natural systems. ELS.EX5.B.I.C

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C. Cultural Systems Emphasis EX5.C

a. Identify historical or contemporary cultural events that have shaped perspectives about a sustainability issue. ELS.EX5.C.I.A

b. Identify how humans have shaped and managed natural systems, cultural systems, and the impact of change on both systems. ELS.EX5.C.I.B

Engage

EN6. Students analyze the dynamic balance between natural and cultural systems. ELS.EN6

A. System Structure and Outcomes EN6.A

a. Identify cause and effect relationships and examine how a system's structure or behavior needs to change to achieve intended outcomes. ELS.EN6.A.I.A

b. Make connections between parts, systems, relationships, and perspectives in a system to identify how things work. ELS.EN6.A.I.B

B. Rights & Responsibilities EN6.B

a. Analyze the role of civic and personal ideals in enhancing natural and cultural systems. ELS.EN6.B.I.A

b. Analyze the short- and long-term impact of personal choices on the environment and sustainable communities. ELS.EN6.B.I.B

c. Investigate how individual and societal rights and responsibilities relate to healthy environments and sustainable communities. ELS.EN6.B.I.C

C. Models of Sustainability EN6.C

i. Understand the differences between renewable and nonrenewable natural resources and the outcomes of using each type of resource on the environment and people. ELS.EN6.C.I

EN7. Students engage in experiences to develop stewardship for the sustainability of natural and cultural systems. ELS.EN7

A. Inquiry and Investigation EN7.A

a. Describe and analyze ways that youth, acting as individuals or members of a group, create beneficial change, meet individual needs, and promote the common good. ELS.EN7.A.I.A

b. Investigate sustainability issues that need attention in a school or community, and brainstorm potential solutions, considering perspectives of multiple stakeholders. ELS.EN7.A.I.B

B. Design and Implementation EN7.B

i. Design and implement a plan to address a sustainability issue, weighing the pros and cons of proposed solutions. ELS.EN7.B.I

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C. Evaluation and Reflection EN7.C

i. Reflect on the immediate and potential future outcomes of a stewardship experience, and strategize options that would minimize risks while maximizing outcomes for sustainability of natural and cultural systems. ELS.EN7.C.I