Wisconsin Environmental Literacy & Sustainability

Grades 6, 7, 8

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

m. Integrate new perspectives into a mental model , and explain how new ways of thinking can lead to changing attitudes and behaviors. ELS.C1.A.M

B. Sense of Place C1.B

a. Identify the relationship between parts of natural and cultural systems in connecting communities into regional systems (e.g., watershed areas, political jurisdictions, ethnic communities). ELS.C1.B.M.A

b. Understand the relationships between the environment and geography of a locality and its history, culture, and economy. ELS.C1.B.M.B

c. Gather data from primary sources to identify local needs and compare to perceived local, regional, or global needs. ELS.C1.B.M.C

d. Investigate alternatives to meeting one's needs for food, water, and shelter. ELS.C1.B.M.D

C. Curiosity and Wonder C1.C

a. Ask questions about patterns and cause and effect relationships in natural and cultural systems observed outdoors daily, seasonally, and over time. ELS.C1.C.M.A

b. Examine how curiosity and wonder help formulate questions to pursue knowledge about everyday experiences. ELS.C1.C.M.B

D. Well-being C1.D

a. Reflect on and critique experiences related to personal wellness, creativity, and academics in indoor and outdoor environments. ELS.C1.D.M.A

b. Design and implement a personal wellness plan that uses nature and outdoor activities to develop personal well-being, mindfulness, confidence, and self-regulation, and stretch mental and physical limits; describe how the plan mitigates safety risks inherent in outdoor activities. ELS.C1.D.M.B

c. Compare approaches of areas in the community that promote well-being and explain how personal well-being impacts a society's well-being. ELS.C1.D.M.C

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

A. Systems Thinking EX2.A

a. Create a model of a system, identify hidden relationships and perspectives, and analyze nested systems of its parts and wholes. ELS.EX2.A.M.A

b. Reorganize a system though analyzing alternative boundaries, perspectives, and relationships. ELS.EX2.A.M.B

c. Compare the relationship between two wholes by comparing the relationships of the parts. ELS.EX2.A.M.C

B. Natural Systems Emphasis EX2.B

m. Analyze the relationships between living (biotic) and non-living (abiotic) parts in an ecosystem and examine the impact of each on the system. Describe how relationships among humans and organisms, species, populations, communities, ecosystems, and biomes affect the sustainability of natural and cultural systems. ELS.EX2.B.M

C. Cultural Systems Emphasis EX2.C

a. Analyze the impact of security, resource scarcity, cooperation, competition, and conflict on natural and cultural systems at the local, state, tribal, and national levels. ELS.EX2.C.M.A

b. Compare and contrast the roles of government at local, state, tribal, national, and international levels in setting and enforcing environmental policies, and encouraging sustainability. ELS.EX2.C.M.B

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

A. Multiple Perspectives EX3.A

a. Evaluate sustainability issues from multiple perspectives, including unstated, absent, or under-represented perspectives, and assess how perspectives impact outcomes of the issue. ELS.EX3.A.M.A

b. Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias and consider how sources influence perspectives and outcomes on environmental issues. ELS.EX3.A.M.B

c. Understand the role of cultural and science-based evidence in evaluating sustainability. ELS.EX3.A.M.C

B. Natural Systems Emphasis EX3.B

a. Examine the relationships among resource use, environmental quality, and human health and well-being. ELS.EX3.B.M.A

b. Use data to explain how biodiversity can contribute to health and resilience as systems change over time. ELS.EX3.B.M.B

c. Assess and consider reasons for similarities and differences of characteristics and quality of natural systems in communities locally and bioregions globally. ELS.EX3.B.M.C

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d. Analyze how new knowledge or technological solutions impact natural resource use, or improve environmental quality. ELS.EX3.B.M.D

C. Cultural Systems Emphasis EX3.C

a. Analyze how one's cultural identity influences perspectives about shared natural resources and their role in maintaining the health and resilience of those resources. ELS.EX3.C.M.A

b. Analyze the environmental, social, and economic aspects of community health and sustainability. ELS.EX3.C.M.B

c. Analyze cases where historically marginalized groups have been impacted by environmental decisions. ELS.EX3.C.M.C

d. Examine ethics of societal actions and their effect on others. ELS.EX3.C.M.D

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

A. Natural Systems Emphasis EX4.A

m. Develop and analyze models that describe cycles and flows of Earth's systems, including the cycling of water driven by energy from the sun and the force of gravity; the cycling of carbon dioxide, methane, nitrogen, and oxygen among the hydrosphere, atmosphere, and geosphere ; and cycling of matter and flow of energy through photosynthesis and cellular respiration. ELS.EX4.A.M

B. Cultural Systems Emphasis EX4.B

a. Analyze how the movement of renewable and nonrenewable natural resources through acquisition, production, consumption, and disposal creates systems of commerce, and examine the influence of supply and demand on the system. ELS.EX4.B.M.A

b. Demonstrate how the demand for natural resources connects businesses and industries. ELS.EX4.B.M.B

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

A. Decision Making EX5.A

a. Compare and contrast various cultural systems' viewpoints, actions, decisions, and behaviors related to sustainability. ELS.EX5.A.M.A

b. Analyze a sustainability issue by examining individual and group actions, critiquing the decision-making processes, and assessing the impact on natural and cultural systems. ELS.EX5.A.M.B

c. Understand the role of cultural and science-based evidence in evaluating sustainability. ELS.EX5.A.M.C

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B. Natural Systems Emphasis EX5.B

a. Investigate short-term and long-term impacts of change and adaptation in natural systems. ELS.EX5.B.M.A

b. Explain how change and adaptation can enhance or limit the carrying capacity of a system. ELS.EX5.B.M.B

c. Analyze historic climate patterns to describe the impacts on natural and cultural systems. ELS.EX5.B.M.C

C. Cultural Systems Emphasis EX5.C

a. Examine how historical and contemporary factors shape a sustainability issue. ELS.EX5.C.M.A

b. Evaluate how historical and contemporary natural resource use, practices, and distribution has affected human geography and analyze the impact on natural systems. ELS.EX5.C.M.B

Engage

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

A. System Structure and Outcomes EN6.A

a. Identify and analyze complexities of decisions on natural and cultural systems now and in the future, and consider possible unintended consequences. ELS.EN6.A.M.A

b. Identify positive and negative feedback and leverage points within a system, and suggest modifications to the structure to achieve intended outcomes. ELS.EN6.A.M.B

B. Rights & Responsibilities EN6.B

a. Analyze how individual and civic dispositions and different perspectives on personal and collective responsibility, rights, and equity influence decision-making and impact natural and cultural systems. ELS.EN6.B.M.A

b. Investigate individual and societal rights to and responsibility for a healthy environment, equity, and a sustainable community and describe tensions that may arise when making decisions for the common good . ELS.EN6.B.M.B

c. Explain how the decisions of one generation create opportunities for and impose constraints on future generations. ELS.EN6.B.M.C

C. Models of Sustainability EN6.C

a. Investigate the concept of sustainability as a dynamic interconnection and interdependence between ecological, social, and economic systems. ELS.EN6.C.M.A

b. Identify and evaluate sustainable and renewable resource solutions such as biomimicry or renewable energy power solutions. ELS.EN6.C.M.B

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

A. Inquiry and Investigation EN7.A

a. Explain the importance of civic responsibility and their duty to be advocates for change. ELS.EN7.A.M.A

b. Identify instances when citizen action and public opinion have influenced change, and evaluate the effect of citizen action on environmental quality and sustainability for the common good. ELS.EN7.A.M.B

c. Examine sustainability issues that need attention in the school or community, identify perspectives of various stakeholders, and consider how different perspectives could contribute to solutions. ELS.EN7.A.M.C

B. Design and Implementation EN7.B

a. Demonstrate ability to work individually and collectively to resolve a sustainability issue through deliberation to consider alternatives, and balance interests for the sustainability of natural and cultural systems. ELS.EN7.B.M.A

b. Design and implement an individual or group experience to develop self-efficacy and address an issue affecting a community's natural and cultural systems. Identify potential partners and evaluate the short- and long-term results. ELS.EN7.B.M.B

C. Evaluation and Reflection EN7.C

m. Evaluate and share the outcomes of a stewardship project in meeting goals to improve natural and cultural system health, and offer strategies for improving outcomes that will improve sustainability of natural and cultural systems. ELS.EN7.C.M