

Project Learning Tree

Exploring Environmental Issues: Places We Live Module



Correlations to Florida State Standards



Understanding and Using the Correlations Tables



Focus:

The standards listed in the activity tables are Florida Next Generation Sunshine State Standards (NGSSS) for Science and Social Studies and Florida Standards (FS) for Language Arts and Mathematics.

Grades:

Targeted grade levels for each activity are listed in the table. Teachers will have to determine if a standard that serves multiple grade levels is or is not appropriate for their particular student audience. Many activities can be adapted for other grade levels.

Applicability of Standards to Activities:

Applicability of a standard to an activity is keyed to the *Doing the Activity* portion of the lesson. Enrichments, as well as in C-Palms connections, could result in the applicability of standards not listed in the table. Enrichment Activities in each activity are not keyed; if used, several additional standards will be addressed.

Level of Activity and Level of Complexity:

- The following key describes the **Level of Activity** correlation presented in the tables:
 - A “1” indicates that the activity presents or reinforces a primary concept and idea.
 - A “2” indicates that the activity includes some teaching of the concept and idea, and that the concept and idea are part of the focus of the activity.
 - A “3” indicates that the activity teaches both the concept and idea and requires demonstration of the practice; therefore, upon successful completion of the activity, students will have met the performance expectation.
- The **Level of Complexity** refers to the designation for that standard in C-Palms. Each standard listed in the table is hyperlinked to C-Palms where more information about levels of cognitive complexity can be found. If no level of complexity has been determined in C-Palms, the table uses a dash (-) to so denote it.

Note: Both the level of the activity and the level of complexity are important in determining the use and applicability of an activity to the teacher’s curriculum plan for the students.

C-Palms Links:

Each standard is hot linked to C-Palms. There are substantial resources to support the Module activities on C-Palms. Included are items such as, but are not limited to:

- **Access Points** – Expectations written for students with significant cognitive disabilities to access the general education curriculum, which reflect the core intent of the standards with reduced levels of complexity. Each standard is broken down into Independent, Supported, and Participatory elements.
- **Related Resources** – Numerous resources to facilitate teaching and learning are available for every standard/benchmark. Below are a few examples:
 - **Teaching Ideas and Lesson Plans** – Many of these facilitate extension of Module activities. For example, SC.912.L.17.20, which appears in several activities, provides a lesson plan entitled “Freshwater Humans.” It highlights the importance of freshwater, and makes the topic personal by challenging students to modify their behavior to protect freshwater supplies.
 - **Professional Development** – For those educators who want more information about incorporating specific content or skills development into their lessons, websites and other resources are offered. For example, LAFS.910.WHST.3.7 offers a professional development entitled “Branching Out: Growing Literacy Skills in Writing” that is designed to help teachers understand the anchor standards for writing, and assist their students in becoming college and career ready writers in history/social studies, science, and technical subjects.
 - **Video/Audio Animations, Images/Photographs, Educational Games, Presentations/Slide Shows, Worksheets, Center Ideas, and other Teaching Tools** – Numerous standards provide tools to support or expand Guide activities. For example: SC.912.L.17.11 offers a video entitled “Conserving Resources with an Electric Car”.
 - **STEM Lessons** – Many Standards offer STEM lessons, most of which require C-Palms membership to access (free and easy to sign up). The majority of the lessons are model-eliciting activities (MEAs), which encourage students to invent and test models.
 - **Student Resources** – Mini-lessons intended for student use. For example, LAFS.910.SL.1.1 offers students a mini-course called “Skillwise Speaking: Communication Guidelines.” The course includes a short video, multi-level tutorials, worksheets with answer keys, games, and interactive quizzes all designed to help students become proficient at organizing and expressing their ideas.

Search the Correlations Tables:

Open the Navigation window by pressing Ctrl + F, or click the *Home* tab and then *Find* in the *Editing* box. An activity name, standard, concept word/phrase, or skill can be located by typing it in the search box.

Acknowledgements:

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Personal Places Activity 1

Standard	Description	Subject	Target Grades	Level of Activity	Level of Complexity
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	9-12	2	3
LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	11-12	2	3
SS.912.G.6.4	Translate narratives about places and events into graphic representations.	SS	9-12	3	-

Community Character Activity 2

Standard	Description	Subject	Target Grades	Level of Activity	Level of Complexity
SC.912.L.17.12	Discuss the political, social, and environmental consequences of sustainable use of land.	SC	9-12	2	3
SC.912.L.17.18	Describe how human population size and resource use relate to environmental quality.	SC	9-12	2	2
SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	SC	9-12	2	3
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	9-10	2	3

LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	11-12	2	3
LAFS.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LA	9-10	3	4
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LA	11-12	3	4
SS.912.C.2.11	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.	SS	9-12	2	-
SS.912.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.	SS	9-12	2	-
SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.	SS	9-12	2	-
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	SS	9-12	3	-
SS.912.G.5.6	Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.	SS	9-12	2	-
SS.912.G.6.5	Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.	SS	9-12	2	-
SS.912.S.8.4	Define a social issue to be analyzed.	SS	9-12	2	-

Mapping Your Community Through Time

Activity 3

Standard	Description	Subject	Target Grades	Level of Activity	Level of Complexity
SC.912.CS-CC.1.4	Develop a collaborative digital product using collaboration tools (e.g., version control systems and integrated development environments).	SC	9-12	3	-
SC.912.CS-CC.1.2	Select appropriate tools within a project environment to communicate with project team members.	SC	9-12	2	-
SC.912.CS-CS.1.3	Explain how data analysis is used to enhance the understanding of complex natural and human systems.	SC	9-12	2	-
SC.912.E.6.6	Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.	SC	9-12	3	3
SC.912.L.17.11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.	SC	9-12	3	3
SC.912.L.17.17	Assess the effectiveness of innovative methods of protecting the environment.	SC	9-12	3	3
SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	SC	9-12	3	3
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	9-10	2	3
LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	11-12	2	3
LAFS.1112.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes. . .	LA	11-12	2	4

LAFS.910.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	LA	9-10	2	3
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	LA	11-12	2	3
MAFS.K12.MP.5.1	Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. . .	MA	9-12	2	2
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.	SS	9-12	3	-
SS.912.E.2.11	Assess the economic impact of negative and positive externalities on the local, state, and national environment.	SS	9-12	2	-
SS.912.G.1.3	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.	SS	9-12	3	-
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.	SS	9-12	3	-
SS.912.G.2.4	Use geographic terms and tools to analyze case studies of how selected regions change over time.	SS	9-12	3	-
SS.912.G.2.5	Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.	SS	9-12	3	-
SS.912.H.3.1	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	SS	9-12	3	-
SS.912.G.3.3	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.	SS	9-12	3	-

SS.912.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.	SS	9-12	3	-
SS.912.G.4.6	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.	SS	9-12	2	-
SS.912.G.4.8	Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.	SS	9-12	2	-
SS.912.G.5.1	Analyze case studies of how the Earth's physical systems affect humans.	SS	9-12	3	-
SS.912.G.5.3	Analyze case studies of the effects of human use of technology on the environment of places.	SS	9-12	2	-
SS.912.G.5.5	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.	SS	9-12	3	-
SS.912.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.	SS	9-12	3	-
SS.912.G.6.3	Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.	SS	9-12	2	-

Neighborhood Design

Activity 4

Standard	Description	Subject	Target Grades	Level of Activity	Level of Complexity
SC.912.L.17.12	Discuss the political, social, and environmental consequences of sustainable use of land.	SC	9-12	3	3
SC.912.L.17.17	Assess the effectiveness of innovative methods of protecting the environment.	SC	9-12	3	3
SC.912.L.17.18	Describe how human population size and resource use relate to environmental quality.	SC	9-12	2	2

SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	SC	9-12	3	3
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	9-10	2	3
LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	11-12	2	3
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	LA	9-10	2	3
LAFS.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	LA	11-12	2	3
LAFS.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LA	9-10	3	4
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LA	11-12	3	4
SS.912.C.2.11	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.	SS	9-12	3	-

SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.	SS	9-12	2	-
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	SS	9-12	3	-
SS.912.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.	SS	9-12	3	-
SS.912.G.4.6	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.	SS	9-12	3	-
SS.912.G.4.8	Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.	SS	9-12	2	-
SS.912.G.5.1	Analyze case studies of how the Earth's physical systems affect humans.	SS	9-12	3	-
SS.912.G.5.2	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.	SS	9-12	2	-
SS.912.G.5.3	Analyze case studies of the effects of human use of technology on the environment of places.	SS	9-12	2	-
SS.912.G.5.4	Analyze case studies of how humans impact the diversity and productivity of ecosystems.	SS	9-12	2	-
SS.912.G.5.5	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.	SS	9-12	2	-
SS.912.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.	SS	9-12	2	-
SS.912.G.6.3	Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.	SS	9-12	3	-

SS.912.G.6.5	Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.	SS	9-12	2	-
SS.912.H.3.1	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	SS	9-12	3	-

Green Space

Activity 5

Standard	Description	Subject	Target Grades	Level of Activity	Level of Complexity
SC.912.L.17.1	Discuss the characteristics of populations, such as number of individuals, age structure, density, and pattern of distribution.	SC	9-12	2	2
SC.912.L.17.5	Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.	SC	9-12	1	3
SC.912.L.17.12	Discuss the political, social, and environmental consequences of sustainable use of land.	SC	9-12	2	3
SC.912.L.17.17	Assess the effectiveness of innovative methods of protecting the environment.	SC	9-12	1	3
SC.912.L.17.18	Describe how human population size and resource use relate to environmental quality.	SC	9-12	2	2
SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	SC	9-12	3	3
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	9-10	2	3
LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	11-12	2	3
MAFS.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from population.	MA	9-12	1	1

MAFS.912.S-IC.2.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use random sampling.	MA	9-12	1	2
MAFS.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages, etc.	MA	9-12	1	2
SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.	SS	9-12	2	-
SS.912.C.2.11	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.	SS	9-12	2	-
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	SS	9-12	2	-
SS.912.G.4.1	Interpret population growth and other demographic data for any given place.	SS	9-12	1	-
SS.912.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.	SS	9-12	2	-
SS.912.G.4.6	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.	SS	9-12	2	-
SS.912.G.4.8	Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.	SS	9-12	2	-
SS.912.G.5.1	Analyze case studies of how the Earth's physical systems affect humans.	SS	9-12	1	-
SS.912.G.5.2	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.	SS	9-12	2	-
SS.912.G.5.3	Analyze case studies of the effects of human use of technology on the environment of places.	SS	9-12	1	-

SS.912.G.5.4	Analyze case studies of how humans impact the diversity and productivity of ecosystems.	SS	9-12	2	-
SS.912.G.5.5	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.	SS	9-12	2	-
SS.912.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.	SS	9-12	3	-
SS.912.G.6.3	Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.	SS	9-12	2	-
SS.912.G.6.5	Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.	SS	9-12	2	-
SS.912.H.3.1	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	SS	9-12	2	-

A Vision for the Future

Activity 6

Standard	Description	Subject	Target Grades	Level of Activity	Level of Complexity
SC.912.E.6.6	Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.	SC	9-12	3	3
SC.912.L.17.12	Discuss the political, social, and environmental consequences of sustainable use of land.	SC	9-12	3	3
SC.912.L.17.17	Assess the effectiveness of innovative methods of protecting the environment.	SC	9-12	3	3
SC.912.L.17.18	Describe how human population size and resource use relate to environmental quality.	SC	9-12	2	2
SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	SC	9-12	2	3
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	9-10	2	3

LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	11-12	2	3
SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.	SS	9-12	2	-
SS.912.C.2.5	Conduct a service project to further the public good.	SS	9-12	3	-
SS.912.C.2.11	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.	SS	9-12	3	-
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	SS	9-12	3	-
SS.912.G.4.1	Interpret population growth and other demographic data for any given place.	SS	9-12	2	-
SS.912.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.	SS	9-12	3	-
SS.912.G.4.6	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.	SS	9-12	2	-
SS.912.G.4.8	Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.	SS	9-12	2	-
SS.912.G.5.1	Analyze case studies of how the Earth's physical systems affect humans.	SS	9-12	2	-
SS.912.G.5.2	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.	SS	9-12	3	-
SS.912.G.5.3	Analyze case studies of the effects of human use of technology on the environment of places.	SS	9-12	2	-

SS.912.G.5.4	Analyze case studies of how humans impact the diversity and productivity of ecosystems.	SS	9-12	3	-
SS.912.G.5.5	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.	SS	9-12	2	-
SS.912.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.	SS	9-12	2	-
SS.912.G.6.3	Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.	SS	9-12	2	-
SS.912.G.6.5	Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.	SS	9-12	2	-
SS.912.H.3.1	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.	SS	9-12	2	-

Far-Reaching Decisions

Activity 7

Standard	Description	Subject	Target Grades	Level of Activity	Level of Complexity
SC.912.CS-CC.1.4	Develop a collaborative digital product using collaboration tools (e.g., version control systems and integrated development environments).	SC	9-12	2	-
SC.912.CS-CC.1.2	Select appropriate tools within a project environment to communicate with project team members.	SC	9-12	2	-
SC.912.CS-CS.1.3	Explain how data analysis is used to enhance the understanding of complex natural and human systems.	SC	9-12	3	-
SC.912.E.6.6	Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.	SC	9-12	3	3
SC.912.L.17.11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.	SC	9-12	2	3
SC.912.L.17.16	Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.	SC	9-12	3	3

SC.912.L.17.17	Assess the effectiveness of innovative methods of protecting the environment.	SC	9-12	2	3
SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	SC	9-12	3	3
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	9-10	2	3
LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	11-12	2	3
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	LA	9-10	3	3
LAFS.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	LA	11-12	3	3
LAFS.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LA	9-10	3	4
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LA	11-12	3	4
SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.	SS	9-12	3	-

SS.912.C.2.11	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.	SS	9-12	3	-
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	SS	9-12	2	-
SS.912.G.4.1	Interpret population growth and other demographic data for any given place.	SS	9-12	1	-
SS.912.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.	SS	9-12	2	-
SS.912.G.4.6	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.	SS	9-12	3	-
SS.912.G.4.8	Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.	SS	9-12	2	-
SS.912.G.5.1	Analyze case studies of how the Earth's physical systems affect humans.	SS	9-12	1	-
SS.912.G.5.2	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.	SS	9-12	3	-
SS.912.G.5.3	Analyze case studies of the effects of human use of technology on the environment of places.	SS	9-12	2	-
SS.912.G.5.4	Analyze case studies of how humans impact the diversity and productivity of ecosystems.	SS	9-12	2	-
SS.912.G.5.5	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.	SS	9-12	2	-
SS.912.G.6.3	Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.	SS	9-12	3	-
SS.912.G.6.5	Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.	SS	9-12	3	-

Regional Community Issues: The Ogallala Aquifer Activity 8

Standard	Description	Subject	Target Grades	Level of Activity	Level of Complexity
SC.912.L.17.11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.	SC	9-12	3	3
SC.912.L.17.12	Discuss the political, social, and environmental consequences of sustainable use of land.	SC	9-12	3	3
SC.912.L.17.16	Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.	SC	9-12	3	3
SC.912.L.17.17	Assess the effectiveness of innovative methods of protecting the environment.	SC	9-12	2	3
SC.912.L.17.18	Describe how human population size and resource use relate to environmental quality.	SC	9-12	2	2
SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	SC	9-12	3	3
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. . .	LA	9-12	2	3
LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively, etc.	LA	11-12	2	3
SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.	SS	9-12	3	-
SS.912.C.2.11	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.	SS	9-12	3	-

SS.912.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.	SS	9-12	2	-
SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.	SS	9-12	3	-
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.	SS	9-12	2	-
SS.912.G.4.6	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.	SS	9-12	2	-
SS.912.G.5.1	Analyze case studies of how the Earth's physical systems affect humans.	SS	9-12	3	-
SS.912.G.5.2	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.	SS	9-12	3	-
SS.912.G.5.3	Analyze case studies of the effects of human use of technology on the environment of places.	SS	9-12	2	-
SS.912.G.5.4	Analyze case studies of how humans impact the diversity and productivity of ecosystems.	SS	9-12	3	-
SS.912.G.5.5	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.	SS	9-12	2	-
SS.912.G.5.6	Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.	SS	9-12	2	-
SS.912.G.6.5	Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.	SS	9-12	2	-
SS.912.S.8.4	Define a social issue to be analyzed.	SS	9-12	3	-