



# Environmental Literacy Model

Title	
Author	
School, District	
Audience (grade, course)	

## Curriculum Anchor

### Defining the Learning Objectives and Curriculum Connection

Curriculum indicators, performance expectations, and/or student learning objectives.

### Describing the Local Context

The life-relevant issue that will serve as the context for learning.

### Identifying the Driving Question

A broad, open-ended, life-relevant question that is based on the standards/learning objectives. Guides inquiry for the investigation(s), prompts the development of actionable claims.

# Environmental Literacy Model

<b>Issue Investigation</b>		
<p><b>Asking Questions, Defining Issues and Problems</b> Students define the issue, problem, or phenomenon to be investigated and develop supporting questions that are relevant for investigation.</p>		
<b>Issue Investigation 1</b>	<b>Issue Investigation 2</b>	<b>Issue Investigation 3</b>
<p><b>Planning and Conducting Investigations</b> Students plan and conduct investigations and classroom activities (indoor and outdoor) that actively address students' supporting questions. Students collect data that will be used to inform actionable claims.</p>		
<b>Issue Investigation 1</b>	<b>Issue Investigation 2</b>	<b>Issue Investigation 3</b>

# Environmental Literacy Model

## Issue Investigation (con't.)

### Analyzing and Interpreting Data

Students analyze data through graphs, models, and other methods to reveal patterns and relationships. Students synthesize and apply evidence from their investigations to draw conclusions that address the supporting questions.

Issue Investigation 1	Issue Investigation 2	Issue Investigation 3

### Constructing and Communicating a Claim

Students draw on the conclusions from their investigations to make a claim about the driving question and communicate these evidence-based claims to internal and/or external audiences.

Issue Investigation 1	Issue Investigation 2	Issue Investigation 3

## Stewardship and Civic Action

### Identifying Solutions

Students identify and explore solutions that directly address the problem, challenge, or opportunity reflected in their claim. Students use decisionmaking processes to identify the solution(s) to implement.

### Designing a Plan and Taking Informed Action

Students design a plan for implementing solutions through informed action in their classrooms, schools, and/or communities. The plans should include criteria for determining the extent to which the action successfully addresses the problem, challenge, or opportunity reflected in the claim. Students implement their plans.

### Evaluating Action

Students reflect on the action and determine the extent to which it successfully addresses the problem, challenge, or opportunity reflected in the claim. Students communicate their findings and share proposals for sustaining or extending the action.