

# ENVIRONMENTAL EDUCATION GUIDELINES

## ENVIRONMENTAL EDUCATION GUIDELINES FOR WASHINGTON SCHOOLS

***GOAL I: The student will develop knowledge about the components of the environment and understand their interactions within natural systems.***

**Objective A: The student will analyze the interrelationships of living and nonliving components within ecosystems.**

- Spend time in natural areas listening/observing surroundings to identify species, species interactions, and natural processes (Communication EALR 1.1, 1.2).
- Describe/diagram relationships of plants to animals within a watershed system i.e. predator/prey, producer and consumer (Science EALR 1.1, 1.2, 1.3).
- From field analysis, list/diagram producers and consumers within a local ecosystem (Science EALR 2.2).

**Objective B: The student will investigate how, over time, populations of organisms are influenced by limiting factors within ecosystems.**

- Consult scientifically based survey (weather bureau) and review temperatures from year to year and determine average high and low for each year. Graph the results (Math EALR 3.1, 3.2, 3.3).
- Create imaginary plants and animals that would thrive (in the ecosystem) and explain why (The Arts EALR 2.1).

**Objective C: The student will evaluate interactions that occur between humans and the environment.**

- Using soil test kits, compare the range in pH that may exist between different sites in your community. Compare these locations by looking for the presence of life within the soils (Science EALR 1.1, 1.3, 2.1, 2.2).
- Using water testing equipment, measure turbidity, pH, and biological oxygen demand of a local stream. Predict what might or might not live there and why (Science EALR 1.1, 2.2, 3.2).

- Develop and use a checklist to document evidence of various human activity in various environmental settings (The Arts EALR 2.1).

**Objective D: Examine the implications of resource conservation.**

- Identify practical strategies to conserve and sustain resources (Reading EALR 2.2, 3.1).
- Chart and compare plant and animal species present in an area where conservation policies apply and where they do not apply (SS – Geography EALR 1.1, 2.1, 3.1).

*Goal II: The student will understand how social and natural systems are fundamental in supporting our lives, economy, and emotional well-being.*

**Objective A: The student will explain the relationship between health and the environment.**

- Maintain a journal of observations of the environment (Writing EALR 2.1, 2.2).
- Following a field experience to a natural area, compose a short poem or a narrative paragraph that conveys what you felt or sensed in these places (Writing EALR 2.1, 2.2).
- What human activities contribute directly to loss of soils, water/air pollution, or species extinction. What activities can limit or remedy detrimental effects on the environment? (SS – Geography EALR 3.1, 3.2).
- Analyze the potential health impacts of individuals' actions on their own property (SS – Civics EALR 4.1).

**Objective B: The student will investigate the relationship between a viable economy and responsible use of natural resources.**

- With other students, devise and recommend strategies to remedy problems or reduce impact on resource base (SS – History EALR 3.3).

**Objective C: The student will explore the relationship between nature and creativity.**

- Use a local area as a basis for inspiration of a story, poem, or prose piece (Writing EALR 2.3).

**Objective E: The student will understand how ideas and technology can influence the natural and built environment.**

- With consultation with a field ecologist/scientist, understand how a pond works. Build one as part of a restoration project (Science EALR 1.2, 3.2).

***Goal IV: The student will develop and utilize the knowledge and skills necessary for cooperative action to maintain or enhance the environment.***

**Objective C: The student will investigate how involvement in the political and legal process is paramount to resolving environmental topics.**

- Select particularly descriptive passages in narrative and poetic material and discuss their capacity to make you “feel” or “sense” a place and its importance (Reading EALR 2.2).
- Create a set of environmental “laws” or policies for the School and a rationale for their adoption (Writing EALR 2.1, 2.2).