

At-a-Glance

Alignment of the Oregon Environmental Literacy Strands & State Standards and Essential Skills

Summary Crosswalk for Grades 3, 5, 8, and High School¹

Environmental Literacy Strand	Third Grade	Fifth Grade	Eighth Grade	High School
1) Systems Thinking: Students apply systems thinking skills to study various types of systems and issues from a holistic perspective, striving to understand the relationships and interactions among the systems' parts. Students use the knowledge gained to consider the implications and consequences of choices on the economic, ecological and social systems within which they live, in order to optimize outcomes for all three systems.				
a. Systems Structure. Understand the complex structure of systems and how system structure determines outcome. Describe the facets of a system's structure, and model changes to that structure.	<u>Science</u> 3.1 Structure and Function 3.1P1, 3.1L.1 3.2 Interaction and Change: 3.2P.1, 3.2L.1, 3.2E.1 3.4 Engineering Design: 3.4D.1	<u>Science</u> 5.1 Structure and Function: 5.1L.1 5.2 Interaction and Change: 5.2L.1 5.4 Engineering and Design: 5.4D.1, 5.4D.2.	<u>Science</u> 8.2 Interaction and Change 8.2P.2, 8.2L.1, 8.2E.1, 8.2E.2, 8.2E.3, 8.2E4 8.4 Engineering Design: 8.4D.1, 8.4D.2, 8.4D.3 <u>Social Science</u> Civic Government SS.08.CG.06, S.08.CG.07 Economics SS.08.EC.03, SS.08.EC.06 Geography SS.08.GE.05, SS.08.GE.06 SS.08.GE.07, SS.08.GE.08 Historical Skills: SS.08.HS.02 Social Science Analysis SS.08.SA.01, SS.08.SA.03 SS.08.SA.04, SS.08.SA.05 <u>Health</u> HE.08.HE.01, HE.08.HE.02 <u>Physical Education</u> PE.08.FL.01, PE.08.SM.02	<u>Science</u> H.1 Structure and Function H1.E2 H.2 Interaction and Change: H2P3, H2L1, H.2L.2, H2E1, H2E2, H2E3, H.2E.4 H.4 Engineering Design: H.4D.1, H.4D.2, H.4D.3, H.4D.4 <u>Social Science</u> Civic Government SS.HS.CG.06 Economics SS.HS.EC.01 Geography SS.HS.GE.06, SS.HS.GE.07 SS.HS.GE.08 Historical Skills: SS.HS.HS.02, SS.HS.HS.03 SS.HS.HS.04 Social Science Analysis SS.HS.SA.01, SS.HS.SA.04 SS.HS.SA.05, SS.HS.SA.06
b. Habits of the Systems Thinker. Understand, identify examples and opportunities, and apply the Habits of a Systems Thinker, assisted by knowledge of systems thinking concepts and tools (see Appendix C – Systems Thinking).	<u>Social Science</u> Social Science Analysis SS.03.SA.03, SS.03.SA.04 SS.03.SA.05 <u>Health</u> HE.03.HE.01, HE.03.HE.02, HE.03.HE.03 <u>Physical Education</u> PE.03.FL.01, PE.03.SM.02	<u>Social Science</u> Social Science Analysis SS.03.SA.03, SS.03.SA.04 SS.03.SA.05 <u>Health</u> HE.05.HE01, HE.05.HE.02 <u>Physical Education</u> PE.05.EE.03, PE.05.FL.01		
c. Strategic responsibilities of systems thinking. Apply the Habits of a Systems Thinker and systems thinking techniques to real world decision-making.				

¹ Note that Mathematical Practices, Educational Technology and Essential Skills are only benchmarked at the 12th grade level.

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				<p><u>Educational Technology</u> Creativity and Innovation ET.1.A, ET.1.B, ET.1.C</p> <p>Communication & Collaboration ET.2.A, ET.2.B, ET.2.C, ET.2.D</p> <p>Critical Thinking, Problem Solving and Decision Making ET.4.A, ET.4.B, ET.4.C, ET.4.D</p> <p>Technology Operations & Concepts ET.6.B</p> <p><u>Health</u> HE.HS.EH.01, HE.HS.EH.02, HE.HS.EH.03</p> <p><u>Physical Education</u> PE.HS.EE.02, PE.HS.FL.01, PE.HS.FL.01, PE.HS.FL.02, PE.HS.SM.02</p> <p><u>Essential Skills</u> 3. Apply mathematics in a variety of settings 5. Think critically and analytically 6. Use technology to learn, live, and work</p> <p><u>Mathematical Practices</u> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 7. Look for and make use of</p>

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				structure. 8. Look for and express regularity in repeated reasoning.
2) Physical, Living and Human Systems: Students understand Earth systems' characteristics, including physical, ecological and human systems.				
<p>a. Structure, function, interaction and change in physical systems over time. Explain the dynamic and interconnected nature of Earth's physical systems.</p> <p>b. Structure, function, interaction and change in living systems over time. Explain the dynamic and interconnected nature of Earth's living environment.</p> <p>c. Structure, function and interconnected nature of human systems over time. Explain the dynamic and interconnected nature of political, economic, social and cultural systems.</p>	<p>Science 3.1 Structure and Function: 3.1P.1, 3.1L.1 3.2 Interaction and Change: 3.2P.1, 3.2.L.1, 3.2E.1</p> <p>Social Science Civics and Government SS.03.CG.01, SS.03.CG.02 SS.03.CG.03, SS.03.CG.04</p> <p>Economics SS.03.EC.01, SS.03.EC.02</p> <p>Geography SS.03.GE.01, SS.03.GE.02 SS.03.GE.03, SS.03.GE.04 SS.03.GE.05</p> <p>History - State & Local SS.03.HS.02</p>	<p>Science 5.1 Structure and Function: 5.1L.1, 5.1E.1 5.2 Interaction and Change: 5.2L.1, 5.2E.1</p> <p>Social Science Civics and Government SS.05.CG.01, SS.05.CG.02 SS.05.CG.03, SS.05.CG.04 SS.05.CG.05, SS.05.CG.06 SS.05.CG.07, SS.05.CG.08</p> <p>Economics SS.05.EC.01, SS.05.EC.02 SS.05.EC.03, SS.05.EC.04 SS.05.EC.05</p> <p>Geography SS.05.GE.01, SS.05.GE.02 SS.05.GE.03, SS.05.GE.04 SS.05.GE.05, SS.05.GE.06 SS.05.GE.07, SS.05.GE.08</p> <p>History - U.S. History: SS.05.HS.05</p> <p>State & Local History: SS.05.HS.06, SS.05.HS.07</p>	<p>Science 8.2 Interaction and Change: 8.2P.2, 8.2L.1, 8.2E.1, 8.2E.2 8.2E.3, 8.2E.4</p> <p>Social Science Civics and Government SS.08.CG.05, SS.08.CG.06</p> <p>Economics SS.08.EC.01, SS.08.EC.02 SS.08.EC.03, SS.08.EC.04 SS.08.EC.06</p> <p>Geography SS.08.GE.01, SS.08.GE.02 SS.08.GE.03, SS.08.GE.04 SS.08.GE.05, SS.08.GE.06 SS.08.GE.07, SS.08.GE.08</p> <p>World History: SS.08.HS.05</p> <p>U.S. History: SS.08.HS.06</p> <p>State & Local History: SS.08.HS.07</p> <p>State & Local History: SS.08.HS.08</p>	<p>Science H.1 Structure and Function: H.1E.2, H.2</p> <p>H.2 Interaction and Change: H.2P.3, H.2L.1, H.2L.2, H.2E.1 H.2E.2, H.2E.4</p> <p>Social Science Civics and Government SS.HS.CG.01, SS.HS.CG.02 SS.HS.CG.03, SS.HS.CG.04 SS.HS.CG.05, SS.HS.CG.06 SS.HS.CG.07, SS.HS.CG.08</p> <p>Economics SS.HS.EC.01, SS.HS.EC.02 SS.HS.EC.03, SS.HS.EC.04 SS.HS.EC.05, SS.HS.EC.06 SS.HS.EC.07</p> <p>Geography SS.HS.GE.01, SS.HS.GE.02 SS.HS.GE.03, SS.HS.GE.04 SS.HS.GE.05, SS.HS.GE.06 SS.HS.GE.07, SS.HS.GE.08</p> <p>World History: SS.HS.HS.05</p> <p>U.S. History: SS.HS.HS.06</p> <p>State & Local History: SS.HS.HS.07, SS.HS.HS.08</p>

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				<u>Essential Skills</u> 7. Demonstrate civic and community engagement 8. Demonstrate global literacy <u>Mathematical Practices</u> 1. Make sense of problems and persevere in solving them. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision
3.) Interconnectedness of People and the Environment: Students understand the interdependence between the environment and humans, including the interconnectedness of human well-being and the environment.				
a. Sense of place, region, nation, and global community. Explain sense of place as the connection between people and a place and that sense of place encompasses the interrelationships among patterns of human settlement, social and cultural relationships, economics, and the natural world. Analyze the characteristics of their community and region and the interconnectedness of regions and the global community. b. Interrelationship between the environment and human activities. Analyze how changes in the environment affect human systems (e.g., political, social, cultural, economic), how human activities and systems change the environment, and the interrelationship between environmental quality and human health and wellbeing. c. Resource distribution and use. Analyze how resource distribution	<u>Science</u> 3.1 Structure and Function: 3.1L.1 3.2 Interaction and Change: 3.2L.1, 3.2E.1 3.4 Engineering Design: 3.4D.2 <u>Social Science</u> Civics and Government SS.03.CG.02, SS.03.CG.03 SS.03.CG.04 Economics SS.03.EC.01, SS.03.EC.02 Geography SS.03.GE.01, SS.03.GE.02 SS.03.GE.03, SS.03.GE.04 SS.03.GE.05 State & Local History: SS.03.HS.02	<u>Science</u> 5.1 Structure and Function: 5.1E.1 5.2 Interaction and Change: 5.2L.1, 5.2E.1 <u>Social Science</u> Civics and Government SS.05.CG.07 Economics SS.05.EC.01, SS.05.EC.02 SS.05.EC.03, SS.05.EC.04 Geography SS.05.GE.01, SS.05.GE.02 SS.05.GE.03, SS.05.GE.04 SS.05.GE.05, SS.05.GE.06 SS.05.GE.07, SS.05.GE.08 U.S. History: SS.05.HS.05 State & Local History: SS.05.HS.06, SS.05.HS.07	<u>Science</u> 8.2 Interaction and Change: 8.2E.2, 8.2E.3, 8.2E.4 <u>Social Science</u> Civics and Government SS.08.CG.05, SS.08.CG.07 SS.08.CG.08 Economics SS.08.EC.01, SS.08.EC.02 SS.08.EC.04, SS.08.EC.06 Geography SS.08.GE.01, SS.08.GE.02 SS.08.GE.03, SS.08.GE.04 SS.08.GE.05, SS.08.GE.06 SS.08.GE.07, SS.08.GE.08 Historical Skills: SS.08.HS.04 U.S. History: SS.08.HS.06 State & Local History: SS.08.HS.07, SS.08.HS.08	<u>Science</u> H.1 Structure and Function: H.1E.2 H.2 Interaction and Change: H.2L.2, H.2E.2, H.2E.4 <u>Social Science</u> Civics and Government SS.HS.CG.02, SS.HS.CG.07 Economics SS.HS.EC.01, SS.HS.EC.02 SS.HS.EC.03, SS.HS.EC.07 Geography SS.HS.GE.03, SS.HS.GE.04 SS.HS.GE.05, SS.HS.GE.06 SS.HS.GE.07, SS.HS.GE.08 <u>Essential skills</u> 3. Apply mathematics in a variety of settings 6. Use technology to learn, live, and work 7. Demonstrate civic and community engagement 8. Demonstrate global literacy

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and use can influence cooperation, competition and conflict and shape political, economic, physical and social environments, including issues related to national security and conflict over territory.				Mathematical Practices 1. Make sense of problems and persevere in solving them. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision.
4) Personal and Civic Responsibility: Students understand the rights, roles, responsibilities and actions associated with leadership and participation that lead toward healthy, sustainable environments and communities.				
a. Rights and responsibilities of citizenship. Analyze the rights and responsibilities of citizenship and their importance in making choices within both the local and global contexts. b. Sense of personal responsibility. Identify and describe the notion of personal and group responsibility, how the effects of actions reach into the future, and the importance of fulfilling personal responsibilities. Demonstrate a willingness to participate thoughtfully and effectively in decision-making.	<u>Science</u> 3.4 Engineering Design: 3.4D.2 <u>Social Science</u> Civics and Government SS.03.CG.02, SS.03.CG.03 Economics SS.03.EC.01 Social Science Analysis SS.03.SA.04 <u>Physical Education</u> Self- Management and Social Behavior PE.03.SM.01, PE.03.SM.02	<u>Social Science</u> Civics and Government SS.05.CG.01, SS.05.CG.02 SS.05.CG.03, SS.05.CG.04 SS.05.CG.05, SS.05.CG.06 SS.05.CG.07, SS.05.CG.08 <u>Physical Education</u> Self- Management and Social Behavior PE.05.SM.01	<u>Science</u> 8.4 Engineering Design: 8.4D.1, 8.4D.3 <u>Social Science</u> Civics and Government SS.08.CG.01, SS.08.CG.02 SS.08.CG.03, SS.08.CG.04 SS.08.CG.05, SS.08.CG.06 SS.08.CG.07, SS.08.CG.08 <u>Health</u> Promotion Of Healthy Eating HE.08.HE.01, HE.08.HE.02 <u>Physical Education</u> Self- Management and Social Behavior PE.08.SM.01, PE.08.SM.02	<u>Social Science</u> Civics and Government SS.HS.CG.01, SS.HS.CG.02 SS.HS.CG.03, SS.HS.CG.04 SS.HS.CG.05, SS.HS.CG.06 SS.HS.CG.07 <u>Essential Skills</u> 6. Use technology to learn, live, and work 7. Demonstrate civic and community engagement 8. Demonstrate global literacy 9. Demonstrate personal management and teamwork skills <u>Health</u> Promotion Of Healthy Eating HE.HS.HE.01, HE.HS.HE.02 HE.HS.HE.03 Promotion of Environmental Health HE.HS.EH.01, HE.HS.EH.03 <u>Physical Education</u> Self- Management and Social Behavior PE.HS.SM.01, PE.HS.SM.02

5) Investigate, Plan and Create a Sustainable Future: Students apply the civic action skills that are essential to healthy, sustainable environments and communities.				
<p>a. Work with flexibility, creativity, openness and perseverance. Form and evaluate personal views, engage in informed and respectful deliberation, and use creativity to imagine, invent, or make connections previously unrecognized or unknown.</p> <p>b. Evaluate accuracy and reliability of information sources. Evaluate the quality, completeness and reliability of information from primary and secondary sources. Identify sources of bias.</p> <p>c. Identify, investigate and analyze strategies that address challenges and create desired futures. Investigate a current issue or problem, determine various perspectives on the issue or problem, identify and evaluate alternative solutions and courses of action, and propose solutions or actions.</p> <p>d. Demonstrate decision-making and citizen action. Analyze the need for action, plan and implement an action strategy if warranted, evaluate the results of actions, and reach evidence-based conclusions.</p>	<p>Science 3.3 Scientific Inquiry: 3.3S.1, 3.3S.2, 3.3S.3</p> <p>3.4 Engineering Design: 3.4D.1, 3.4D.2</p> <p><u>Social Science</u> Historical Skills SS.03.HS.01</p> <p>Social Science Analysis SS.03.SA.01, SS.03.SA.02 SS.03.SA.03, SS.03.SA.04 SS.03.SA.05</p> <p><u>Health</u> HE.03.HE.02, HE.03.HE.03, HE.03.IP.01, HE.03.IP.02</p> <p><u>Physical Education</u> Self- Management and Social Behavior PE.03.SM.01, PE.03.SM.02</p>	<p>Science 5.4 Engineering and Design: 5.4D.1, 5.4D.2, 5.4D.3</p> <p><u>Social Science</u> Social Science Analysis SS.05.SA.01, SS.05.SA.02 SS.05.SA.03, SS.05.SA.04 SS.05.SA.05</p> <p><u>Health</u> HE.05.HE.01 HE.05.HE.02</p> <p><u>Physical Education</u> Self- Management and Social Behavior PE.05.SM.01</p>	<p>Science 8.3 Scientific Inquiry: 8.3S.2, 8.3S.3</p> <p>8.4 Engineering Design: 8.4D.1, 8.4D.2, 8.4D.3</p> <p><u>Social Science</u> Geography SS.08.GE.02, SS.08.GE.04</p> <p>Historical Skills: SS.08.HS.01, SS.08.HS.02 SS.08.HS.03, SS.08.HS.04</p> <p>Social Science Analysis SS.08.SA.01, SS.08.SA.02 SS.08.SA.03, SS.08.SA.04 SS.08.SA.05</p> <p><u>Health</u> HE.08.HE.01, HE.08.HE.02, HE.08.IP.01, HE.08.IP.02, HE.08.IP.03</p> <p><u>Physical Education</u> Self- Management and Social Behavior PE.08.SM.01, PE.08.SM.02</p>	<p>Science H.4 Engineering Design: H.4D.1 H.4D.2, H.4D.3, H.4D.4</p> <p><u>Social Science</u> Geography SS.HS.GE.01, SS.HS.GE.02</p> <p>Historical Skills: SS.HS.HS.01, SS.HS.HS.02 SS.HS.HS.03, SS.HS.HS.04</p> <p>Social Science Analysis SS.HS.SA.01, SS.HS.SA.02 SS.HS.SA.03, SS.HS.SA.04 SS.HS.SA.05, SS.HS.SA.06</p> <p><u>Educational Technology</u> Creativity and Innovation ET.1.A, ET.1.B, ET.1.C</p> <p>Communication & Collaboration ET.2.A, ET.2.B, ET.2.C, ET.2.D Research & Information Fluency ET.3.A, ET.3.B, ET.3.C, ET.3.D</p> <p>Critical Thinking, Problem Solving & Decision Making ET.4.A, ET.4.B, ET.4.C, ET.4.D</p> <p>Digital Citizenship ET.5.A, ET.5.B, ET.5.C</p> <p>Technology Operations & Concepts ET.6.A, ET.6.B</p> <p><u>Essential Skills</u> 3. Apply mathematics in a variety of settings 5. Think critically and analytically</p>

				<p>6. Use technology to learn, live, and work</p> <p>7. Demonstrate civic and community engagement</p> <p>8. Demonstrate global literacy</p> <p>9. Demonstrate personal management and teamwork skills</p> <p><u>Mathematical Practices</u></p> <p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p><u>Health</u></p> <p>Health Skills</p> <p>HE.HS.HS.01, HE.HS.HS.02</p> <p>HE.HS.HS.03, HE.HS.HS.04</p> <p>HE.HS.HS.05, HE.HS.HS.06</p> <p>HE.HS.HS.07</p> <p><u>Physical Education</u></p> <p>Self- Management & Social Behavior</p> <p>PE.HS.SM.01, PE.HS.SM.02</p>
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