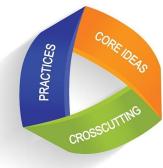




# \$1 Million Orange



<u>Performance Expectations</u>	<u>Connections Between EP&amp;Cs, CCCs, and SEPS</u>	<u>Clarifications for DCIs</u>	<u>Relevant EEI Units</u>
<p><b>K-ESS3-3</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p> <p><b>2-LS2-2</b> Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p> <p><b>4-ESS3-1</b> Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p><b>MS-ESS3-3</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><b>MS-ESS3-4</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p>	<p><b>Targeted Environmental Principles &amp; Concept(s)</b></p> <p><b>Principle V - Decisions Affecting Resources and Natural Systems are Complex and Involve Many Factors</b></p> <p>Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes.</p> <p>Concept A. There is a spectrum of what is considered in making decisions about resources and natural systems and how those factors influence decisions.</p> <p>Concept B. The process of making decisions about resources and natural systems, and how the assessment of social, economic, political, and environmental factors has changed over time.</p>	<p><b>Targeted Disciplinary Core Idea(s)</b></p> <p><b>K-ESS3-3 Human Impacts on Earth Systems</b></p> <p>Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.</p> <p><b>MS-ESS3-3; MS-ESS3-4 Human Impacts on Earth Systems</b></p> <p>Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.</p>	<p>K: The World Around Me; A Day in My Life</p> <p>1: Finding Shelter</p> <p>2: From Field to Table, The Dollars and Sense of Food Production</p> <p>3: Structures for Survival in a Healthy Ecosystem, California's Economy: Natural Choices</p> <p>4: Plants: The Ultimate Energy Resource, Cultivating California</p> <p><a href="#">For Elementary EEI units K-5</a></p> <p>6: The Dynamic Nature of Rivers, Energy: Pass it On!</p> <p>8: Agricultural and Industrial Development in the United States (1877-1914)</p> <p><a href="#">For Middle EEI units 6-8</a></p>

One Cool Earth (OCE) supports the integration of Next Generation Science Standards (NGSS) three dimensional learning and the Environmental Principles & Concepts (EP&Cs) in their lesson planning. In recognition of A Blueprint for Environmental Literacy and the California State Board of Education, OCE uses the *CA Science Framework*.

	<p><b>Targeted Crosscutting Concept(s)</b></p> <p>Patterns Scale Systems</p>		
	<p><b>Targeted Science and Engineering Practice(s)</b></p> <p>Asking Questions and Defining Problems Developing and Using Models Analyzing and Interpreting Data Construct Explanations and Design Solutions</p>		

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