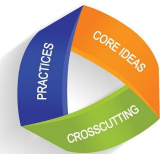




Cool Carbon Sink Oaks



<u>Performance Expectations</u>	<u>Connections Between EP&Cs, CCCs, and SEPS</u>	<u>Clarifications for DCIs</u>	Relevant EEI Units
<p>K-ESS3-3 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>K-PS3-1 Make observations to determine the effect of sunlight on Earth’s surface.</p> <p>1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.</p> <p>2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p style="text-align: center;">Targeted Environmental Principles & Concept(s)</p> <p>Principle II: People Influence Natural Systems</p> <p>The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.</p> <p>Concept A. Direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.</p> <p>Concept B. Methods used to extract, harvest, transport, and consume natural resources influence the geographic extent, composition, biological diversity, and viability of natural systems.</p> <p>Concept C. The expansion and operation of human communities influences the geographic extent, composition,</p>	<p style="text-align: center;">Targeted Disciplinary Core Idea(s)</p> <p>K-ESS3-3 Human Impacts on Earth Systems; Developing Possible Solutions 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.; Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</p> <p>K-PS3-1 Conservation of Energy and Energy Transfer Sunlight warms Earth’s surface.</p> <p>1-ESS1-2 Earth & The Solar System Seasonal patterns of sunrise and sunset can be observed, described, and predicted.</p> <p>2-ESS1-1 The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.</p> <p>3-LS3-2 Inheritance of Traits Other characteristics result from individuals’ interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.</p> <p>4-ESS3-1 Natural Resources Energy and fuels that humans use are derived from natural</p>	<p>K: A Day in My Life; The World Around Me</p> <p>1: People and Places; Surviving & Thriving</p> <p>2: The Earth Rocks; California’s Lands Then and Now</p> <p>6: Energy It’s Not All The Same to You!; Energy & Material Resources Renewable or Not?</p> <p>7: Responding to Environmental Change; Extinction Past & Present</p> <p>8: Agricultural and Industrial Development in the United States (1877–1914)</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>MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p>	<p>biological diversity, and viability of natural systems.</p> <p>Concept D. The legal, economic, and political systems that govern the use and management of natural systems directly influence the geographic extent, composition, biological diversity, and viability of natural systems.</p>	<p>sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.</p> <p>5-ESS3-1 Human Impacts on Earth Systems Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.</p>	
	<p>Targeted Crosscutting Concept(s)</p> <p>Cause & Effect Stability & Change Energy & Matter</p>	<p>MS-ESS3-5 Global Climate Change Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.</p>	
	<p>Targeted Science and Engineering Practice(s)</p> <p>Asking Questions and Defining Problems Developing and Using Models Engage in Argument from Evidence Obtaining, Evaluating and Communicating Information</p>		

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