



# Pollution Solutions



<u>Performance Expectations</u>	<u>Connections Between EP&amp;Cs, CCCs, and SEPS</u>	<u>Clarifications for DCIs</u>	Relevant EEI Units
<p><b>K-ESS-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>3-LS4-4</b> Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p><b>5-ESS3-1</b> Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p> <p><b>MS-ESS-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 style="text-align: center;"><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 style="text-align: center;"><b>Targeted Disciplinary Core Idea(s)</b></p> <p><b>K-ESS-3 Human Impacts on Earth Systems</b> 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>3-LS4-4 Biodiversity &amp; Humans</b> Populations live in a variety of habitats, and change in those habitats affects the organisms living there.</p> <p><b>4-ESS3-1 Natural Resources</b> Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.</p> <p><b>5-ESS3-1 Human Impacts on Earth Systems</b> 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><b>MS-ESS-4 Human Impacts on Earth Systems</b> 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</p> <p>1: Surviving and Thriving; People and Places</p> <p>2: From Field to Table</p> <p>3: Living Things in Changing Environments</p> <p>7: Responding to Environmental Change</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>Scale Cause &amp; Effect</p>		
	<p><b>Targeted Science and Engineering Practice(s)</b></p> <p>Asking Questions &amp; Defining Problems</p> <p>Obtaining, Evaluating, &amp; 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. In recognition of A Blueprint for Environmental Literacy and the California State Board of Education, OCE uses the *CA Science Framework*.