

III. CURRICULUM INTEGRATION (Possible 20 points)

Indicator	2 points	4 points	6 points	8 points
<p>A. Interdisciplinary Approach (8 points max.) Local, state, and/or national learning standards are met through an “EIC” (Environment as an Integrating Context) approach that organizes curriculum mostly around environmental themes, concepts and projects. <i>This addresses diverse student learning styles and reflects the broad interconnected nature of environmental topics.</i></p>	<p>Curriculum focus is limited to environmental topics only in science classroom.</p> <p>One or two stand alone units or activities have an environmental theme.</p>	<p>Environmental lessons and activities are a major component of science and occasionally require input from other disciplines.</p>	<p>Non-science disciplines often collaborate in developing comprehensive EIC projects.</p> <p>Interdisciplinary environmental projects are common.</p>	<p>An EIC approach is a primary method for meeting learning standards in most disciplines.</p>
Indicator	2 points	4 points	6 points	8 points
<p>B. Environmental Topics/Issues (8 points max.) Students study current environmental topics/issues and explore possible local, state, national or global solutions with a focus on community-oriented approach.</p>	<p>Lessons tend to only emphasize awareness of environmental topics and issues.</p>	<p>Lessons attempt to connect environmental issues to students’ daily lives and/or their community.</p>	<p>Lessons require students to demonstrate critical thinking about environmental issues.</p> <p>Students can explain how they impact an issue and how the issue impacts them.</p>	<p>Students routinely take the lead identifying, studying, proposing solutions and communicating clearly to the public about current and relevant environmental issues.</p> <p>Most students cite historical, contemporary and cross- cultural references to help explain their own environmental philosophy and hopes for the future.</p> <p>e.g., Students work to educate the local community on issues of household and workplace toxics, alternatives, and health/safety issues.</p>
Indicator	1 point	2 points	3 points	4 points
<p>C. Field Studies (4 points max.) Students learn about their local natural and built environments through guided first-hand investigation. <i>Direct, personal, sensory experience is essential for many aspects of learning and knowledge development.</i></p>	<p>Study of the environment includes at least one field-based or outdoor investigation.</p>	<p>Some students demonstrate, through grade level appropriate presentations, specific knowledge and understanding of the local environments.</p>	<p>Local environments outside the classroom are often and regularly used for teaching and learning.</p> <p>Many students study at least one nearby location in significant depth.</p>	<p>Nearly all students can accurately describe the major ecological features and species of their school and/or community environments in terms of multiple first-hand experiences.</p>