

**III. CURRICULUM INTEGRATION (Possible 20 points)**

Indicator	2 points	4 points	6 points	8 points
<b>A. Interdisciplinary Approach (8 points max.)</b> 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>	Curriculum focus is limited to environmental topics only in science classroom.  One or two stand alone units or activities have an environmental theme.	Environmental lessons and activities are a major component of science and occasionally require input from other disciplines. e.g., A single grade level adopts a six week unit of inquiry on the Water Cycle and Conservation. The teachers create curriculum based on that concept and apply it to reading, math, writing, and science.	Non-science disciplines often collaborate in developing comprehensive EIC projects.  Interdisciplinary environmental projects are common.  e.g., Multiple grade levels initiate interdisciplinary units of studies that apply to reading, math, writing and science etc. with environmental themes.	An EIC approach is a primary method for meeting learning standards in most disciplines.  e.g., The entire school employs units involving curriculum that applies to concepts with environmental themes and reading, math, writing, etc.
Indicator	2 points	4 points	6 points	8 points
<b>B. Environmental Topics/Issues (8 points max.)</b> Students study current environmental topics/issues and explore possible local, state, national or global solutions with a focus on community-oriented approach.	Lessons tend to only emphasize awareness of environmental topics and issues.	Lessons attempt to connect environmental issues to student’s daily lives and/or their community.  e.g., Students study current environmental topics such as the Gulf Oil Spill and ask questions about the issue which drives the teacher’s instruction.	Lessons require students to demonstrate critical thinking about environmental issues.  Students can explain how they impact an issue and how the issue impacts them.  e.g., Students in each grade level study a current environmental topic in a four to six week unit study through each discipline. Students begin their unit by asking questions about the topic/concept which drive the teacher’s instruction.	Students routinely take the lead identifying, studying, proposing solutions and communicating clearly to the public about current and relevant environmental issues.  Most students cite historical, contemporary and cross - cultural references to help explain their own environmental philosophy and hopes for the future.  e.g., Students work to educate the local community on issues of household and workplace toxics, alternatives, and health/safety issues.
Indicator	1 point	2 points	3 points	4 points
<b>C. Field Studies (4 points max.)</b> 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>	Study of the environment includes at least one field-based or outdoor investigation.	Some students demonstrate, through grade level appropriate presentations, specific knowledge and understanding of the local environments.	Local environments outside the classroom are often and regularly used for teaching and learning.  Many students study at least one nearby location in significant depth.	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.