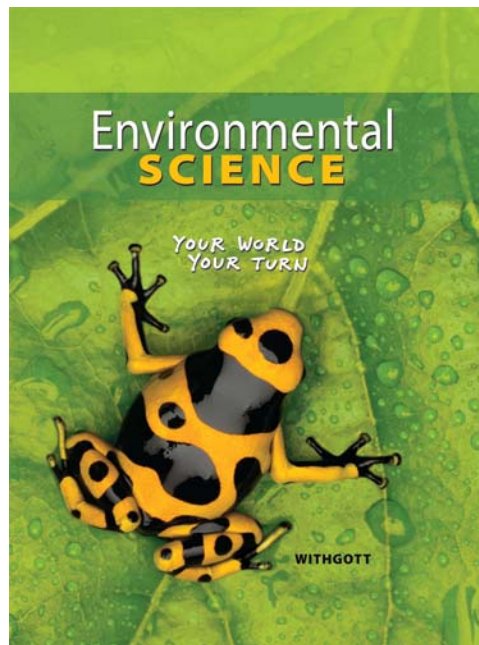


A Correlation of

Environmental Science: Your World, Your Turn

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To the

North American Association for Environmental Education (NAAEE) Standards for the Initial Preparation of Environmental Educators

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INTRODUCTION

This document demonstrates how *Environmental Science: Your World, Your Turn Science ©2011* meets the objectives of the (NAAEE) Standards for the Initial Preparation of Environmental Educators. While the standards refer to candidates, pages cited reflect the occurrences that provide direct instruction of the concepts within each standard. Correlation page references are to the Student and Teacher’s Editions, Study Workbook, and Technology, and are cited at the page level.

Real Issues. Real Data. Real Choices.

Savvas’ *Environmental Science: Your World, Your Turn* is based on real, current, and relevant content that brings the world of environmental science to life. All while making it personal and actionable for every student.

Exploring Real Issues through an Integrated Case-Study Approach

Opening every chapter, and integrated throughout the text and support materials both online and in print, the Central Case provides a consistent and engaging path for teaching core environmental science principles.

Based on the Most Current Data Available

A science program is only as good as the data. *Environmental Science: Your World, Your Turn* provides the most up-to-date data available from a wide-range of trusted sources. Maps...graphs...yesterday’s news articles...and more.

Motivates Students to Make Choices

Environmental Science: Your World, Your Turn empowers students to draw their own conclusions and encourages them to think and act on both local and global levels. They will build the critical thinking skills that they will need long after the class ends.

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NAAEE Standards for the Initial Preparation of Environmental Educators	Environmental Science: Your World, Your Turn © 2011, (Withgott)
Attributes: K = Knowledge S = Skills D= Dispositions	
STANDARD 1. Nature of Environmental Education and Environmental Literacy.	
Elements of Standard	
1.1 Candidates demonstrate an understanding of how environmental education has evolved over time and continues to change.	
Attributes: Knowledge	
Acceptable	
Evidence indicates that:	
Candidates describe in-depth how selected educational movements have contributed to the development of environmental education.	SE/TE: 26, 42-47, 48-57, 199, 214, 216-217 TE only: 42
Candidates describe multiple examples of how individuals, government agencies, and nongovernmental organizations have influenced the development of environmental education.	SE/TE: 26, 41-57, 192-193, 212-217, 248, 265, 276, 285, 338-339, 362-363, 408-410, 441, 470, 473-475, 503, 506-507, 611-618 TE only: 42, 48, 52, 213 TECH: Ch 7, 11, 12, 13, 15, 16
Candidates describe how multiple professions and types of programs contribute to the field of environmental education.	SE/TE: 27, 43, 48-50, 55, 63, 155, 199, 206, 212, 215, 217, 248, 261, 265, 278, 314, 324, 508 TE only: 42, 48 TECH: Ch 1
Elements of Standard	
1.2 Candidates demonstrate an understanding of the defining characteristics and guiding principles of environmental education.	
Attributes: Knowledge	
Acceptable	
Evidence indicates that:	
Candidates describe in-depth established goals and objectives of environmental education.	SE/TE: 5-6 TE only: TE43-TE47, 4, 23
Candidates describe major guiding principles of environmental education, including the importance of cultural sensitivity, social and environmental justice, community-based learning, and interdisciplinary teaching.	SE/TE: 266, 344-345, 360, 383, 434, 469, 535, 561, 612-618

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Elements of Standard	
1.3 Candidates demonstrate an understanding of the components of environmental literacy	
Attributes: Knowledge	
Acceptable	
Evidence indicates that:	
Candidates describe in-depth the major components of environmental literacy.	TE only: TE43-TE47
STANDARD 2. Environmental Literacy of Candidates.	
Elements of Standard	
2.1 Candidates demonstrate environmental inquiry skills, and use technology as a tool to answer their own questions.	
Attributes: Knowledge, Skills	
Acceptable	
Evidence indicates that:	
Candidates describe the processes, assumptions, and appropriate uses of multiple methods of environmental inquiry required for environmental literacy.	SE/TE: 12-20, 22-23 TE only: TE43-TE47
Candidates apply environmental inquiry skills to their own questions (i.e., observing, asking questions, designing studies, collecting and organizing data, analyzing and interpreting data, and drawing conclusions). They use technology as a tool for information collection, analysis and communication.	SE/TE: 12-20, 22-23, 314-315, 612-617 SW: 1-14

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NAAEE Standards for the Initial Preparation of Environmental Educators	Environmental Science: Your World, Your Turn © 2011, (Withgott)
Elements of Standard	
2.2 Candidates demonstrate an understanding of the processes and systems that comprise the environment, including Earth as a physical system, the living environment, and human social systems and influences.	
Attributes: Knowledge	
Acceptable	
Evidence indicates that:	
Candidates demonstrate in-depth knowledge of Earth as a physical system, including processes that shape the Earth; changes of matter; and energy and its transformations.	SE/TE: 76-78, 80-82, 83-88, 141-148, 167, 392-397, 452-460, 484-490, 516-523 TE only: 81, 83, 141, 392, 452, 484, 517, 523 SW: 35-55, 304-313 TECH: Ch 3, 17
Candidates demonstrate in-depth knowledge of living systems including organisms, populations, and communities; heredity and evolution; systems and connections; and flow of matter and energy.	SE/TE: 80-91, 100-117, 126-132, 133-140, 414-148, 149-153, 156-157, 167, 275-276 TE only: 81, 83, 104, 108, 110, 126, 141 SW: 56-100, 110-112 TECH: Ch 3, 4, 5
Candidates demonstrate in-depth knowledge of human social, cultural, political, and economic systems. They describe the interface of environment and society including; uses of land; ecosystem alteration; energy and resource consumption.	SE/TE: 88-89, 125, 149-153, 192-193, 199, 209-219, 227-229, 240-247, 265-266, 273-274, 292-298, 299-304, 305-313, 323-329, 330-336, 337-343, 344-345, 352, 358-364, 365-372, 373-383, 384-385, 398-411, 412-413, 421, 423, 426-434, 435-443, 444-445, 462-468, 469-473, 474-475, 496, 500-507, 508-509, 521, 530-535, 536-542, 542-543, 551 TE only: 149, 213, 239, 242, 245, 292, 296, 303, 324, 358, 368, 374, 398, 400, 435, 462, 500, 502, 536, 554, 566, 570-575, 584-590, 599-603 SW: 110-112, 141-147, 171-261, 282-303, 314-363 TECH: Ch 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

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Elements of Standard	
2.3 Candidates identify, select and investigate environmental issues and use technology as a tool when conducting these investigations.	
Attributes: Knowledge, Skills	
Acceptable	
Evidence indicates that:	
Candidates describe a range of socially important environmental problems and issues.	SE/TE: 238-247, 256-266, 267-276, 295-298, 302-304, 305-313, 324-329, 332-336, 337-343, 344-345, 358-364, 365-372, 373-383, 394-385, 400-402, 405-411, 426-434, 435-443, 462-468, 469-475, 491-496, 497-501, 502-507, 508-509, 524-528, 529-535, 536-541, 542-543, 550-555, 556-560, 561-569, 570-575, 584-588, 589-595, 596-603, 604-605 TE only: 239, 256, 264, 296, 305, 311, 324, 333, 358, 368, 400, 407, 432, 435, 462, 470, 495, 497, 502, 529, 532, 536, 540, 554, 556, 566, 570, 589, 592, 597 SW: 113-303, 314-363 TECH: Ch 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Candidates apply environmental issue investigation skills to selected environmental problems and issues, and use technology as a tool for information collection, analysis and communication. Candidates include considerations of risks, costs, and benefits of alternative solutions in their analyses. They relate analysis results to their own beliefs, values and goals.	SE/TE: 256-266, 267-276, 297-298, 302-304, 305-313, 324-329, 332-336, 337-343, 344-345, 358-364, 365-372, 373-383, 394-385, 400-402, 405-411, 426-434, 435-443, 462-468, 469-475, 491-496, 497-501, 502-507, 508-509, 524-528, 529-535, 536-541, 542-543, 550-555, 556-560, 561-569, 570-575, 584-588, 589-595, 596-603, 604-605 TE only: 264, 303, 305, 311, 324, 333, 358, 368, 400, 407, 432, 435, 462, 470, 495, 497, 502, 529, 532, 536, 540, 554, 556, 566, 570, 589, 592, 597 SW: 129-130, 136, 168-170, 180, 187-188, 203-206, 225-227, 242-244, 254, 260-261, 278, 280-281, 301-303, 322-325, 345-346, 361-363 TECH: Ch 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

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Elements of Standard	
2.4 Candidates demonstrate an understanding of the importance of exercising the rights and responsibilities of environmental citizenship.	
Attributes: Knowledge, Dispositions	
Acceptable	
Evidence indicates that:	
Candidates describe conflicts between individual rights and other societal interests related to the environment, and explain, in-depth, at least one example where individuals put civic obligations before their personal interests or desires.	SE/TE: 55, 57, 199, 218-219, 344-345, 383, 469, 472-475, 561 TE only: T31
Candidates describe the extent to which they, individually and collectively, are able to help maintain environmental quality and resolve problems and issues.	SE/TE: 46-47, 48-49, 57, 212-217, 312-313, 328-329, 383, 411, 433-434, 441-443, 469-475, 506-507, 535, 602-603 TE only: T39 TECH: Ch 15
Elements of Standard	
2.5 Candidates identify and evaluate the need for action on specific environmental issues, identify possible action projects, and evaluated potential outcomes of those action projects.	
Attributes: Knowledge, Skills	
Acceptable	
Evidence indicates that:	
Candidates describe and apply multiple criteria when evaluating the need for action on environmental issues. Candidates describe possible action projects and potential outcomes of those action projects.	SE/TE: 256-266, 267-276, 297-298, 302-304, 305-313, 324-329, 332-336, 337-343, 344-345, 358-364, 365-372, 373-383, 394-385, 400-402, 405-411, 426-434, 435-443, 462-468, 469-475, 491-496, 497-501, 502-507, 508-509, 524-528, 529-535, 536-541, 542-543, 550-555, 556-560, 561-569, 570-575, 584-588, 589-595, 596-603, 604-605 TE only: T30-T39, 264, 303, 305, 311, 324, 333, 358, 368, 400, 407, 432, 435, 462, 470, 495, 497, 502, 529, 532, 536, 540, 554, 556, 566, 570, 589, 592, 597 SB: 129-130, 136, 168-170, 180, 187-188, 203-206, 225-227, 242-244, 254, 260-261, 278, 280-281, 301-303, 322-325, 345-346, 361-363 TECH: Ch 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

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Elements of Standard	
2.6 Candidates use the results of their investigations to plan, carry out, and evaluate action projects designed to address selected environmental issues.	
Attributes: Knowledge, Skills, Dispositions	
Acceptable	
Evidence indicates that: Candidates apply the results of their analyses, investigations, and evaluation to guide the planning and implementation of selected environmental service/action projects.	SE/TE: 344-345, 549, 561, 612-618 TE only: T30-T39
STANDARD 3. Learning Theories and Knowledge of Learners.	
Elements of Standard	
3.1 Candidates impact diverse students' learning by applying theories of learning and development when planning, delivering, and improving environmental education instruction.	
Attributes: Knowledge, Skills	
Acceptable	
Evidence indicates that:	
Candidates differentiate major physical, linguistic, cognitive, affective, emotional, and social development characteristics of students from recognized theoretical perspectives and explain how they relate to environmental education practice.	Teaching with <i>Environmental Science: Your World, Your Turn</i> provides instructors with the ability to create course materials for students with a wide range of abilities. Instructors can access MyEnvironmentalScience.com in order to customize activities that are posted in an editable format. Instructors can also use the suggestions for differentiated instruction on the pages listed below. TE only: 4, 12, 21, 36, 42, 48, 64, 72, 83, 100, 104, 110, 126, 133, 141, 149, 164, 168, 181, 200, 207, 212, 228, 234, 242, 256, 267, 277, 292, 299, 305, 324, 330, 337, 352, 358, 365, 373, 392, 398, 405, 422, 426, 435, 452, 461, 469, 484, 491, 497, 502, 516, 522, 529, 536, 550, 556, 561, 570, 582, 589, 596

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Candidates positively impact diverse students' learning by selecting and applying appropriate theories of learning and development when planning, delivering, and improving student responsive and developmentally appropriate environmental education instruction.	Teaching with <i>Environmental Science: Your World, Your Turn</i> provides instructors with the ability to create course materials for students with a wide range of abilities. MyEnvironmentalScience.com gives teachers access to activities to customize, posted in an editable format. Instructors can also use the suggestions for differentiated instruction on the pages listed below. TE only: 4, 12, 21, 36, 42, 48, 64, 72, 83, 100, 104, 110, 126, 133, 141, 149, 164, 168, 181, 200, 207, 212, 228, 234, 242, 256, 267, 277, 292, 299, 305, 324, 330, 337, 352, 358, 365, 373, 392, 398, 405, 422, 426, 435, 452, 461, 469, 484, 491, 497, 502, 516, 522, 529, 536, 550, 556, 561, 570, 582, 589, 596
Elements of Standard	
3.3 Candidates impact diverse students' learning by applying an understanding of ability levels and cultural and linguistic backgrounds when planning, delivering, and improving environmental education instruction.	
Attributes: Skills, Dispositions	
Acceptable	
Evidence indicates that:	
Candidates differentiate learning and adapt environmental education instruction appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities.	Teaching with <i>Environmental Science: Your World, Your Turn</i> provides instructors with the ability to create course materials for students with a wide range of abilities. Instructors can access MyEnvironmentalScience.com in order to customize activities that are posted in an editable format. Instructors can also use the suggestions for differentiated instruction on the pages listed below. TE only: 4, 12, 21, 36, 42, 48, 64, 72, 83, 100, 104, 110, 126, 133, 141, 149, 164, 168, 181, 200, 207, 212, 228, 234, 242, 256, 267, 277, 292, 299, 305, 324, 330, 337, 352, 358, 365, 373, 392, 398, 405, 422, 426, 435, 452, 461, 469, 484, 491, 497, 502, 516, 522, 529, 536, 550, 556, 561, 570, 582, 589, 596

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Candidates impact diverse students' learning by pre-assessing and addressing the ability levels and cultural and linguistic backgrounds of all students when planning and delivering environmental education instruction. They create a positive climate for learning for all students.	Teaching with <i>Environmental Science: Your World, Your Turn</i> provides instructors with the ability to create course materials for students with a wide range of abilities. Instructors can access MyEnvironmentalScience.com in order to customize activities that are posted in an editable format. This will allow them to assess student abilities. Instructors can also use the suggestions for differentiated instruction on the pages listed below. TE only: 4, 12, 21, 36, 42, 48, 64, 72, 83, 100, 104, 110, 126, 133, 141, 149, 164, 168, 181, 200, 207, 212, 228, 234, 242, 256, 267, 277, 292, 299, 305, 324, 330, 337, 352, 358, 365, 373, 392, 398, 405, 422, 426, 435, 452, 461, 469, 484, 491, 497, 502, 516, 522, 529, 536, 550, 556, 561, 570, 582, 589, 596
STANDARD 4. Curriculum: Standards and Integration.	
Elements of Standard	
4.1 Candidates align NAAEE's Guidelines for Learning (PreK-12) 7 and associated environmental literacy components with national, state, and district content standards.	
Attributes: Knowledge, Skills	
Acceptable	
Evidence indicates that:	
Candidates describe the purpose, structure, and substance of environmental education guidelines and relevant state and district content standards.	TE only: TE43-TE47 In addition, <i>Environmental Science: Your World, Your Turn</i> is aligned to the NAAEE standards. Educators can use the program confidently, knowing the program was designed and aligns to key content standards.
Candidates align environmental education guidelines with relevant state and district content standards.	TE only: TE43-TE47 <i>Environmental Science: Your World, Your Turn</i> is aligned to the NAAEE standards. Educators can use the program confidently, knowing the program was designed and aligns to key content standards.

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Elements of Standard	
4.2 Candidates use alignment results to select, adapt, and develop environmental education curricular and instructional materials.	
Attributes: Skills	
Acceptable	
Evidence indicates that:	
Candidates apply alignment results consistently when selecting and adapting environmental education curricular and instructional materials.	The Reading Standards for Literacy in Science and Technical Subjects are a subset of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Students have many opportunities to practice and develop the literacy skills within <i>Environmental Science: Your World, Your Turn</i> . The program is also aligned to the NAAEE standards. Educators can use <i>Environmental Science</i> confidently, knowing the program was designed and aligns to key standards. MyEnvironmentalScience.com provides activities in an editable format for instructional flexibility to adapt to varying students' abilities.

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Elements of Standard	
4.3 Candidates seek opportunities to integrate environmental education into standards-based curricula and school programs.	
Attributes: Skills, Disposition	
Acceptable	
Evidence indicates that:	
Candidates seek opportunities to integrate environmental education into standards-based curricula and school programs.	<p>Instructors have many opportunities to integrate environmental education into school programs within <i>Environmental Science: Your World, Your Turn</i>. The program is aligned to the NAAEE standards so that educators can use <i>Environmental Science</i> with confidence, knowing the program was designed and aligns to key standards.</p> <p>MyEnvironmentalScience.com provides activities in an editable format for instructional flexibility to adapt to varying students' abilities. Teachers can also use activities listed below to integrate material into standards-based curricula including geography, math, reading, writing, etc.</p> <p>SE/TE: Map Its- 10, 77, 210, 278, 366, 402, 422, 534, 568 Science Behind the Stories- 28-29, 118-119, 156-157, 384-385, 508-509, SH18-SH25 Math: 144, 214, 237, 332, 431, 493, SH2-SH8 Reading/Writing in Chapter Assessments- 31-33, 60-61, 94-95, 122-123, 160-161, 196-197, 222-223, 252-253, 288-289, 318-319, 348-349, 388-389, 416-417, 448-450, 478-479, 512-513, 546-547, 578-579, 608-609, SH14-SH17</p>
Candidates work with colleagues to enhance identified opportunities to integrate environmental education into the curriculum.	<p>SE/TE: Map Its- 10, 77, 210, 278, 366, 402, 422, 534, 568 Science Behind the Stories- 28-29, 118-119, 156-157, 384-385, 508-509, SH18-SH25 Math: 144, 214, 237, 332, 431, 493, SH2-SH8 Reading/Writing in Chapter Assessments- 31-33, 60-61, 94-95, 122-123, 160-161, 196-197, 222-223, 252-253, 288-289, 318-319, 348-349, 388-389, 416-417, 448-450, 478-479, 512-513, 546-547, 578-579, 608-609, SH14-SH17</p>
Candidates organize instruction and, when appropriate, integrate instruction, around environmental contexts and themes.	<p>SE/TE: 3, 35, 63, 99, 125, 163, 199, 227, 255, 291, 323, 351, 391, 419, 451, 483, 515, 549, 581 TE only: T19-T25</p>

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STANDARD 5. Instructional Planning and Practice.	
Elements of Standard	
5.1 Candidates describe and critically review a range of instructional materials, resources, technologies, and settings for use in environmental education.	
Attributes: Knowledge, Skills	
Acceptable	
Evidence indicates that:	
Candidates describe in-depth the characteristics of effective environmental education instructional materials, resources, technologies, and settings.	Instructors have many opportunities to use a variety of materials and technology within <i>Environmental Science: Your World, Your Turn.</i> MyEnvironmentalScience.com provides an array of editable materials. Instructors also have access to a DVD that contains video clips, assessments, lab activities, etc.
Candidates critically review environmental education instructional materials, resources, technologies, and settings, employing criteria such as state and local content standards and those set forth in NAAEE's Environmental Education Materials: Guidelines for Excellence as well as Excellence in Environmental Education – Guidelines for Learning (Pre K – 12).	The <i>Environmental Science: Your World, Your Turn</i> program is aligned to the NAAEE standards so that educators can use the program with confidence, knowing it was designed and aligns to key content standards. MyEnvironmentalScience.com provides an array of editable materials and Instructors also have access to a DVD that contains video clips, assessments, lab activities, etc. TE only: TE43-TE47

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Elements of Standard	
5.2 Candidates impact students' learning by selecting and implementing instructional strategies and technologies that meet diverse students' needs and lead to the development of environmental literacy.	
Attributes: K, S, D	
Acceptable	
Evidence indicates that:	
Candidates impact students' learning by selecting and applying a range of instructional strategies and technologies that meet diverse students' needs and lead to the development of environmental literacy.	<p>The Reading Standards for Literacy in Science and Technical Subjects are a subset of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Students have many opportunities to practice and develop the literacy skills within <i>Environmental Science: Your World, Your Turn.</i></p> <p>MyEnvironmentalScience.com provides activities in an editable format for instructional flexibility to adapt to varying students' abilities. Pages below represent opportunities for students to practice environmental literacy.</p> <p>SE/TE: 4, 12, 36, 42, 48, 64, 72, 76, 83, 100, 104, 110, 126, 133, 141, 149, 164, 168, 181, 200, 207, 212, 228, 234, 242, 256, 261, 267, 277, 292, 299, 305, 324, 330, 337, 352, 358, 365, 373, 392, 398, 405, 420, 426, 435, 452, 461, 469, 484, 491, 497, 502, 516, 522, 529, 536, 550, 556, 561, 570, 582, 589, 596</p> <p>TE only: T44</p>

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<p>Candidates demonstrate how the selected instructional strategies and technologies meet diverse students' needs and how they contribute to the development of environmental literacy.</p>	<p>The Reading Standards for Literacy in Science and Technical Subjects are a subset of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Students have many opportunities to practice and develop the literacy skills within <i>Environmental Science: Your World, Your Turn.</i></p> <p>MyEnvironmentalScience.com provides activities in an editable format for instructional flexibility to adapt to varying students' abilities. Pages below represent opportunities for students to practice environmental literacy.</p> <p>SE/TE: 4, 12, 36, 42, 48, 64, 72, 76, 83, 100, 104, 110, 126, 133, 141, 149, 164, 168, 181, 200, 207, 212, 228, 234, 242, 256, 261, 267, 277, 292, 299, 305, 324, 330, 337, 352, 358, 365, 373, 392, 398, 405, 420, 426, 435, 452, 461, 469, 484, 491, 497, 502, 516, 522, 529, 536, 550, 556, 561, 570, 582, 589, 596</p> <p>TE only: T44</p>
<p>Candidates reflect on the results of their instruction.</p>	<p>The Teacher's Edition along with MyEnvironmentalScience.com, the Digital Resource Guide, and the Classroom Resources DVD all provide a wealth of resources and information to assist candidates in providing a comprehensive program to deepen student environmental understanding through inquiry and ensure success.</p>

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Elements of Standard	
5.3 Candidates develop technology- rich environmental education instructional plans that address diverse students' needs.	
Attributes: K, S	
Acceptable	
Evidence indicates that:	
Candidates develop instructional plans that address diverse students' needs, alignments between content standards and environmental education guidelines, instructional strategies and technologies, and effective assessment approaches.	The <i>Environmental Science: Your World, Your Turn</i> program is aligned to the NAAEE standards so that educators can use the program with confidence, knowing the program was designed and aligns to key standards. MyEnvironmentalScience.com provides an array of editable materials that allow instructors to customize materials for students of varying abilities. Instructors also have access to a DVD that contains video clips, assessments, lab activities, etc.
Elements of Standard	
5.4 Candidates impact diverse students' learning by delivering developmentally, culturally and linguistically appropriate and effective environmental education instruction.	
Attributes: Skills, Dispositions	
Acceptable	
Evidence indicates that:	
Candidates impact diverse students' learning by delivering culturally and linguistically responsive, developmentally appropriate, and engaging environmental education instruction that stimulates and motivates all students to learn.	Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials for students of varying abilities. Instructors also have access to a DVD that contains video clips, assessments, lab activities, etc.
Candidates reflect on the effectiveness of their instructional strategies.	Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials for students of varying abilities. This includes assessments that would allow instructors to assess their effectiveness.

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Standards for the Initial Preparation of Environmental Educators**

NAAEE Standards for the Initial Preparation of Environmental Educators	Environmental Science: Your World, Your Turn © 2011, (Withgott)
STANDARD 6. Assessment.	
Elements of Standard	
6.1 Candidates integrate assessment that meets the needs of diverse students into environmental education instruction.	
Attributes: Knowledge, Skills	
Acceptable	
Evidence indicates that:	
Candidates integrate formative and summative assessment and environmental education instruction, addressing identified learning goals and objectives.	Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials including assessments for students of varying abilities. Instructors may also use assessments from the book on the pages listed below. SE/TE: 59-61, 93-95, 121-123, 159-161, 195-197, 221-223, 251-253, 287-289, 317-319, 347-349, 387-389, 415-417, 447-449, 477-479, 511-513, 545-547, 577-579, 607-609
Candidates select, develop, and administer a variety of assessments designed to inform decisions about student intellectual, social, emotional, and physical development and the effectiveness of environmental education instructional strategies and materials.	Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials including assessments for students of varying abilities.
Candidates select, adapt and use assessment strategies and technologies, including assistive technologies that accommodate diverse students' needs, particularly English language learners and those with exceptionalities.	Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials including assessments for students of varying abilities.
Candidates consult with specialists in order to improve environmental education assessment strategies that address diverse students' needs, particularly English language learners and students with exceptionalities.	Candidates have easy access to assessment for varying levels of learners at MyEnvironmentalScience.com that can be shared with specialists. Also each Teacher's Edition comes with a Classroom Resources DVD which includes editable worksheets and chapter tests. The Examview® Assessment Suite CD-ROM creates and prints custom tests that meet specific students' needs.

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Elements of Standard	
6.2 Candidates impact diverse students' learning by using assessment data, collected and analyzed with the aid of technology, to inform environmental education instruction.	
Attributes: Knowledge, Skills, Dispositions	
Acceptable	
Evidence indicates that:	
Candidates use information and assistive technologies effectively to improve the efficiency of assessment data collection and analysis.	Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials including assessments for students of varying abilities. The website also allows for an online grade book and performance analysis.
Candidates impact diverse students' learning by using results from multiple assessments to modify and improve future instruction.	Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials including assessments for students of varying abilities. Instructors may also use assessments from the book on the pages listed below. SE/TE: 59-61, 93-95, 121-123, 159-161, 195-197, 221-223, 251-253, 287-289, 317-319, 347-349, 387-389, 415-417, 447-449, 477-479, 511-513, 545-547, 577-579, 607-609
Candidates reflect on what they have learned from assessments and demonstrate how they have adjusted instruction to meet the needs of diverse students, including those with exceptionalities. The commitment to use assessment results to improve student learning is reflected in their environmental education planning and instruction.	Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials including assessments for students of varying abilities. The website also allows for an online grade book and performance analysis.

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Elements of Standard	
6.3 Candidates impact diverse students' learning by communicating assessment results and achievement to appropriate individuals.	
Attributes: Knowledge, Skills	
Acceptable	
Evidence indicates that:	
Candidates interpret and report accurately the progress individual students are making in terms of environmental learning and literacy. They use performances to illustrate both what students can do and how they can advance.	Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials including assessments for students of varying abilities. The website also allows for an online grade book and performance analysis and could facilitate reporting progress. SE/TE: 31-33, 60-61, 94-95, 122-123, 160-161, 196-197, 222-223, 252-253, 288-289, 318-319, 348-349, 388-389, 416-417, 448-450, 478-479, 512-513, 546-547, 578-579, 608-609, SH14-SH17
Candidates ensure that students and their parents understand learning expectations and progress. They use appropriate terminology and share examples that illustrate student environmental learning and literacy.	Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials including assessments for students of varying abilities. The website also allows for an online grade book and performance analysis and could facilitate reporting progress.

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STANDARD 7. Professional Growth in Environmental Education.	
Elements of Standard	
7.1 Candidates identify the benefits and recognize the importance of belonging to a professional environmental education community.	
Attributes: Knowledge	
Acceptable	
Evidence indicates that:	
Candidates describe the characteristics of professional environmental education communities and articulate the benefits of belonging to at least one of them.	Instructors could use the following pages as examples of environmental education communities: SE/TE: 611-618
Elements of Standard	
7.2 Candidates engage in environmental education professional development opportunities, including technology-based opportunities.	
Attributes: Knowledge, Dispositions	
Acceptable	
Evidence indicates that:	
Candidates express the need for professional development, identify immediate professional development needs, and identify potential providers to meet these needs.	While this standard falls outside of the scope of this program's curriculum, professional development can be enhanced in this discipline through teacher resources. See MyEnvironmentalScience.com for Teacher's Guide to Fieldwork, 3-D Geo Tours, and more.
Candidates participate in selected professional development that strengthens their environmental literacy, fosters reflection on practice, and improves environmental education instructional skills.	Grant Wiggins <i>Understanding by Design</i> ® forms the foundation of Environmental Science: Your World, Your Turn . This learning model connects curriculum, instruction, and assessment to the "Big Ideas" in environmental science so students develop deep understanding each day. Every lesson starts by asking the Big Question that helps students connect to each central case study and chapter concepts. See also MyEnvironmentalScience.com for Teacher's Guide to Fieldwork, Bellringer Videos, 3-D Geo Tours, and more.

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<p>Candidates engage in a reflective process to improve environmental education teaching and learning. They incorporate information gained from assessment results and feedback from students, parents and education professionals into their reflective process.</p>	<p>Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials including assessments for students of varying abilities. They can use these assessments and the technology available to improve teaching and learning.</p> <p>Instructors may also use assessments from the book on the pages listed below. SE/TE: 59-61, 93-95, 121-123, 159-161, 195-197, 221-223, 251-253, 287-289, 317-319, 347-349, 387-389, 415-417, 447-449, 477-479, 511-513, 545-547, 577-579, 607-609</p>
<p>Candidates identify, access, and use technology based resources in support of their environmental education professional development.</p>	<p>Instructors have access to MyEnvironmentalScience.com which provides an array of editable materials that allow instructors to customize materials including assessments for students of varying abilities. They can use these assessments and the technology available to improve teaching and learning. Instructors also have access to a DVD that has other course materials (e.g. labs, video clips, etc.).</p>
<p>Elements of Standard</p>	
<p>7.3 Candidates provide accurate, balanced, and effective environmental education instruction.</p>	
<p>Attributes: Knowledge, Skills, Dispositions</p>	
<p>Acceptable</p>	
<p>Evidence indicates that:</p>	
<p>Candidates provide accurate, balanced and effective instruction about environmental conditions, issues, and actions. Candidates commit to creating a classroom atmosphere that is open to inquiry.</p>	<p>Grant Wiggins <i>Understanding by Design</i>® forms the foundation of Environmental Science: Your World, Your Turn. This learning model connects curriculum, instruction, and assessment to the “Big Ideas” in environmental science so students develop deep understanding each day. Central Case Studies open each chapter and bring the most current environmental issues to life. Every lesson starts by asking the Big Question that helps students connect to each central case study and chapter concepts. Thought-provoking features throughout the text let students draw their own conclusions on a local and global level and relate content back to their own lives. Inquiry Labs and Activities take hands-on learning to a new level, inside and outside the classroom.</p>

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Elements of Standard	
7.4 Candidates develop a rationale for environmental education and understand the need to advocate for the field of environmental education.	
Attributes: Knowledge	
Acceptable	
Evidence indicates that:	
Candidates develop a well-articulated rationale for environmental education that describes key benefits to students and the importance of an environmentally literate citizenry.	SE/TE: 611-618 TE only: T30-T39
Candidates choose appropriate data sources to support these arguments.	TE only: T30-T39
Candidates describe multiple roles, alliances, and partnerships play in advocacy efforts for P-12 environmental education.	While this standard falls outside of the scope of this program's curriculum, the Digital Resource Guide, MyEnvironmentalScience.com, and the Classroom Resources DVD provide a wealth of resources and information to further environmental efforts and support.