

King County Elementary EcoConnections Classroom Workshop Standards

Below are the key Washington State Science Learning Standards (WSSLS) covered in elementary school EcoConnections workshops.

All EcoConnections workshops incorporate the three Environmental and Sustainability Standards Connections.

ESE Standard 1: Ecological, Social, and Economic Systems. - Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national and global levels.

ESE Standard 2: The Natural and Built Environment. Students engage in inquiry and systems thinking and use information gained through learning experiences in, about and for the environment to understand the structure, components, and processes of natural and human-built environments.

ESE Standard 3: Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

Next Generation Science Standards (NGSS) / WSSLS

| | Garbology | Habitat Stewardship | Healthy Habitats | Our Climate R Choices | Plastics in Our Oceans | Rethink and Reuse | Habitat Saludables |
|---|-----------|---------------------|------------------|-----------------------|------------------------|-------------------|--------------------|
| 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. | ● | ● | | | | | |
| 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. | | ● | ● | | | | ● |
| 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. | ● | ● | ● | ● | ● | ● | ● |
| 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. | | | | ● | ● | | |
| 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. | ● | ● | ● | ● | ● | ● | ● |
| 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. | ● | ● | ● | ● | ● | ● | ● |

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| 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world. | | ● | ● | ● | ● | | ● |
| 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | | | | ● | | ● | |
| 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. | ● | ● | ● | ● | ● | ● | ● |
| K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. | ● | ● | ● | ● | ● | ● | ● |
| 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. | | ● | ● | | | | ● |
| 3-LS4-4 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. | ● | ● | ● | ● | ● | | ● |
| 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. | | ● | | | | | |
| 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. | ● | ● | ● | | | | ● |