ENVIRONMENTAL LITERACY MODEL (ELM)

Title: _____ Author: _____

School/district: _____ Audience (grade/course): _____

CURRICULUM ANCHOR

DEFINING THE LEARNING OBJECTIVES AND CURRICULUM CONNECTION

What are the curriculum indicators, performance expectations, and/or student learning objectives?

Are there opportunities to meet academic standards in multiple disciplines or content areas?

DESCRIBING THE LOCAL CONTEXT

What is the local and life-relevant environmental issue, problem, or phenomenon that will serve as the context for learning?

IDENTIFYING THE DRIVING QUESTION

What is the open-ended, life-relevant question that meets academic standards/learning objectives?

Reminder: It should guide inquiry for the investigations and provide opportunities for environmental action.

ISSUE INVESTIGATION

ASKING QUESTIONS AND DEFINING ISSUES

What are supporting questions that students may investigate to further explore the driving question?
List the supporting questions that cover your required curriculum content and lessons, but leave at least one
Issue Investigation open for those developed or co-developed by your students. Use the space to describe
how you will guide them through this student-directed process. After completing your MWEE, add in the
student-directed investigations.

Issue Investigation 1 Who is involved in developing this investigation? *teacher and/or* *students?*	Issue Investigation 2 Who is involved in developing this investigation? *teacher and/or* *students?*	Issue Investigation 3 Who is involved in developing this investigation? *teacher and/or* *students?*

PLANNING AND CONDUCTING INVESTIGATIONS

How could students plan and conduct indoor and outdoor investigations to actively address the supporting
questions? What kinds of data could be collected to draw conclusions and make actionable claims?

Issue Investigation 1 Is this investigation occurring *indoors and/or* *outdoor?*	Issue Investigation 2 Is this investigation occurring *indoors and/or* *outdoor?*	Issue Investigation 3 Is this investigation occurring *indoors and/or* *outdoor?*

ISSUE INVESTIGATION (CON'T)

ANALYZING AND INTERPRETING DATA

How could students analyze data (graphic, models, etc.) to reveal patterns and relationships?
What could the process of synthesizing evidence look like?

Issue Investigation 1	Issue Investigation 2	Issue Investigation 3

CONSTRUCTING AND COMMUNICATING A CLAIM

How could you guide your students through the process of developing claims based on their evidence?
How may they communicate these evidence-based claims to internal and/or external audiences?

Issue Investigation 1	Issue Investigation 2	Issue Investigation 3

INFORMED ACTION

IDENTIFYING SOLUTIONS

How could you encourage your students to identify and explore a variety of solutions that could directly address the issue? How could students make decisions about which solution(s) to implement?

DESIGNING A PLAN AND TAKING INFORMED ACTION

What resources or frameworks will students use to create their plan of environmental action? During what time period will they execute their action project?

EVALUATING ACTION

In what ways could students reflect on the action project and determine the extent to which it successfully addresses the issue?