

This document outlines how the Springs Conservation in the Classroom and Beyond educational modules meet Florida’s education standards. The Florida Department of Education requires school curriculum to meet the Next Generation Sunshine Standards (NGSS) and the Common Core State Standards (CCSS). . The Next Generation Sunshine Standards lay out the disciplinary core ideas, practices, and concepts that students should master for each subject, including the subjects of science, social studies, and language arts. The Common Core State Standards, on the other hand, supplement the Next Generation Sunshine Standards and set requirements for English language arts and literacy in history/social studies, science, and technical subjects. The CCSS were written to help students meet particular challenges of reading, writing, speaking, listening, and language in their respective fields.

Next Generation Sunshine Standards

Science Standard 17C (SC.912.L.17): Interdependence- Human activities and natural events can have profound effect on populations, biodiversity, and ecosystem processes.

Benchmark number	Benchmark description	How the modules meet this benchmark
8	Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.	Module 1 discusses how human actions can result in risks to water quality and quantity, as well as the coincident threats to biodiversity.
11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.	Module 5 analyzes the costs and benefits of the use of alternative water supplies as a resource.
12	Discuss the political, social, and environmental consequences of sustainable use of land	Modules 1 and 2 discuss sustainable water management and Florida land use, and the effects of these actions on environmental processes.
13	Discuss the need for adequate monitoring of environmental parameters when making policy decisions	Module 2 evaluates the need for adequate monitoring of water resources when making policy decisions regarding water quality and quantity.
14	Assess the need for adequate waste management strategies	The wastewater treatment process is discussed in module 5, focusing on the need for appropriate treatment for water reuse purposes.
18	Describe how human population size and resource use relate to environmental quality	Module 2 demonstrates how the increasing human population of the world and growing resource demands impair water quality and negatively impact water quantity.
20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability	Modules 2 and 4 explain how the typical human lifestyle currently puts a strain on water resources, and how these continued practices will continue to impact the environment.

Civics & Government Standard 2 (SS.912.C.2): Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

Benchmark number	Benchmark description	How the modules meet this benchmark
2	Evaluate the importance of political participation and civic participation.	By the end of modules 3, 6 and 7, the students will be able to evaluate the importance of civic participation by observing the impacts of their participation in public policy.
3	Experience the responsibilities of citizens at the local, state, or federal levels.	Modules 6 and 7 challenge the students to contact local officials and decision-makers and to be involved in the drafting of legislation.
4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.	Students are tasked in modules 6 and 7 with defending positions on issues where the government must take public opinion into account.
8	Analyze the impact of citizen participation as a means of achieving political and social change.	Modules 3 and 6 encourage the students to actively participate in political affairs so that the students can witness how public opinion shapes the decisions of legislators.
10	Monitor current public issues in Florida.	Modules 3 and 6 guide students through the process of how to monitor current public issues in Florida, particularly legislation and water-related permit applications.
11	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.	Module 6 challenges the students to identify public policy solutions or courses of action in order to resolve an issue.

Language Arts Pre-Writing (LA.910.3.1) (LA.11.12.3.1): The student will use prewriting strategies to generate ideas and formulate a plan.

Benchmark number	Benchmark description	How the modules meet this benchmark
1	Generate ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests.	Module 7 tasks the students with writing a public comment about a piece of legislation. In order to do this, the students must research the legislation and find all relevant information pertaining to the issue in order to better generate an opinion.
2	Make a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion.	Before writing the public comment, the students must research the open timeframe for submitting public comments, the legislator or agency supporting the legislation, and the location of any public meetings regarding the issue at hand.
3	Use organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.	Module 7 encourages the students to create an organizational tool, specifically a chart or web, before beginning to write the public comment in order to construct a logical flow for the document.

Language Arts Drafting (LA.910.3.2) (LA.1112.3.2): The student will write a draft appropriate to the topic, audience, and purpose.

Benchmark number	Benchmark description	How the modules meet this benchmark
2	Establish a logical organizational pattern with supporting details that are substantial, specific, and relevant.	Module 7 provides the students with an assignment to draft a commentary on a piece of legislation or public policy issue. The module encourages the students to clearly organize their written comment and to include specific information from supporting, relevant documents.

Language Arts Publishing (LA.910.3.5) (LA.1112.3.5): The student will write a final product for the intended audience.

Benchmark number	Benchmark description	How the modules meet this benchmark
3	Share with others, or submit for publication.	As directed by module 7, students will submit public comments, either orally at a public meeting or in written form via an email or letter, to a legislator or local official.

Language Arts Persuasive Writing (LA.910.4.3) (LA.1112.4.3): The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

Benchmark number	Benchmark description	How the modules meet this benchmark
1	Write essays that state a position or viewpoint; present detailed evidence, examples, and reasoning to support effective logical and emotional appeals; and/or appropriately acknowledge and refute opposing arguments.	Module 7 tasks the students with writing a public comment, which is a persuasive letter or essay that either supports or opposes a drafted piece of legislation. The goal of the public comment is to convince a legislator or decision-maker to respond to the issue at hand in a particular manner or to suggest changes to a piece of legislation.

Language Arts Listening and Speaking (LA.910.5.2) (LA.1112.5.2): The student effectively applies listening and speaking strategies.

Benchmark number	Benchmark description	How the modules meet this benchmark
2	Research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., digital presentations, charts, photos, primary sources, webcasts).	Module 6 assigns the students with the task of creating a presentation about springs conservation or a local issue. After researching information and organizing the information appropriately, the students will orally discuss their chosen topic in a public setting.
3	Use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations.	Module 7 explains how to effectively speak in a public setting, taking into account proper body language and oral language choices.

Language Arts Research Process (LA.910.6.2) (LA.1112.6.2): The student uses a systematic process for the collection, processing, and presentation of information.

Benchmark number	Benchmark description	How the modules meet this benchmark
1	Select a topic and develop a comprehensive but flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources.	Throughout the program, the modules repeatedly encourage the students to use the internet to research an issue or to find more information about a given topic.
2	Organize, synthesize analyze and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.	Module 6 explains how to find trustworthy information on the Internet and provides examples of reliable sources. The students research information on the Internet and use their own judgement to discern which information is reliable.

Common Core State Standards

Each of these standards are broken-up into categories, such as key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity.

Reading Standards for Informational Text

Category	Category description	How the modules meet this standard
Key Ideas and Details	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of that text.	Module 2 describes in detail the relationship between human population and water quality and quantity, but the students must further analyze this relationship to fully understand how these factors interact.
Craft and Structure	Determine the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings.	New information and vocabulary words are continually presented throughout the modules, and students are repeatedly asked to recall the new information as it is repeated throughout the program.
Integration of Knowledge and Ideas	Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem.	The students integrate the new information learned from the modules with information from other sources in order to complete an activity or assignment.

Writing Standards

Category	Category description	How the modules meet this standard
Text Types and Purposes	Write argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Module 7 tasks the students with writing a public comment, which is an argumentative essay compelling a legislator to either support or oppose an issue. The students will cite a piece of legislation, along with relevant, supporting documents, in the essay.
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, and use technology, including the internet, to produce, publish, and update individual or shared writing products.	The students draft, revise, and edit the public comment. The students then submit the essay to a legislator or decision-maker, either orally at a public meeting or in written form via and email or letter.
Research to Build and Present Knowledge	Gather relevant information from multiple authoritative print and digital sources, assess the strengths and limitations of each source in terms of the task, purpose, and audience, and draw evidence from literary or informational texts to support analysis, reflection, and research.	Before writing the public comment assigned in module 7, the students must thoroughly research the topic they will be writing about, organize that information into a logical manner, and then use the research to support the argument.

Speaking and Listening

Category	Category description	How the modules meet this standard
Comprehension and Collaboration	Initiate and participate effectively in a range of collaborative discussions.	Module 4 encourages the students to have a classroom discussion regarding the value of clean water and module 2 encourages a classroom discussion about the protection of aquatic resources. The students must integrate several sources of information, such as online resources and the education modules, in order to form their opinions.
Presentation of Knowledge and Ideas	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, make strategic use of digital media in presentations, and adapt speech to a variety of contexts and tasks.	In module 6, students must effectively collect information regarding a Florida water policy issue, and then compile that information into a presentation, adapting the presentation for various audiences and purposes.

Language Standards

Category	Category description	How the modules meet this standard
Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown or multiple meaning words, and acquire and use accurately general academic and domain-specific words and phrases.	In the pre/post assessment and the module 1 vocabulary quiz, students are tested on the appropriate meaning and use of key terms used repeatedly in the educational modules.

Writing Standards for Literacy in History/ Social Studies, Science, and Technical Subjects

Category	Category description	How the modules meet this standard
Text Types and Purposes	Write arguments focuses on discipline-specific content.	In module 6, students are tasked with writing a letter to the editor that will focus on a particular policy issue in Florida.
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate, develop and strengthen writing as needed, and use technology to produce, publish, and update individual or shared writing products.	After writing, editing, and revising the letter to the editor, the students may then choose to send the document to a newspaper to publish.
Research to Build and Present Knowledge	Gather relevant information from multiple authoritative sources; assess strengths/limitations of each, and draw evidence from informational texts to support analysis and reflection.	In order to write the letter to the editor, the students must gather relevant information from several sources, organize that information, and then use that research as support for the argument at hand.