✎
Edit page

CW High School
Environmental Science A

1. Science and the Environment   (25.00%)

Learning Targets

1.1 I can evaluate the relationship between Environmental Science and Ecology, differentiating between the two, but also explaining their interdependence on one another using scientific studies.

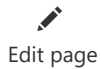| Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the relationship between Environmental Science and Ecology, differentiating between the two, but also explaining their interdependence on one another using scientific studies.
3	Developing	I can analyze scientific studies in order to determine whether or not the studies were rooted in Environmental Science or Ecology.
2	Basic	I can differentiate between Environmental Science and Ecology using examples.
1	Minimal	I can define Environmental Science and Ecology.
0	No Evidence	No evidence shown.

1.2 I can analyze the impact humans have had on the environment from before the Neolithic Revolution to current times, comparing and contrasting the lifestyles led by humans during each major period of human existence, using examples.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the impact humans have had on the environment from before the Neolithic Revolution to current times, comparing and contrasting the lifestyles led by humans during each major period of human existence, using examples.
3	Developing	I can compare and contrast each of the time periods and environmental impacts of each.
2	Basic	I can describe the major time periods and human impacts of each.
1	Minimal	I can list the major time periods and environmental impacts of humans during each period.
0	No Evidence	No evidence shown.

1.3 I evaluate how each of the environmental problems is impacting the local and global ecosystems, providing examples to each problem. I will suggest potential solutions to each problem and explain ways that these issues can be mitigated.

Learning Target	Descriptor	Definition
4	Proficient	I evaluate how each of the environmental problems is impacting the local and global ecosystems, providing examples to each problem. I will suggest potential solutions to each problem and explain ways that these issues can be mitigated.
3	Developing	I can explain major contributors for each of the three major environmental problems and describe their impacts on local and global ecosystems.
2	Basic	I can provide examples of the three major categories of environmental problems and identify issues they are causing in ecosystems.

✏️
Edit page

CW High School

Environmental Science A

Learning Target	Descriptor	Definition
1	Minimal	I can identify the three major categories of environmental problems.
0	No Evidence	No evidence shown.

1.4 I can explain the Tragedy of the Commons and relate it to local environmental issues, developing realistic solutions to the issues.

Learning Target	Descriptor	Definition
4	Proficient	I can explain the Tragedy of the Commons and relate it to local environmental issues, developing realistic solutions to the issues.
3	Developing	I can summarize a real example of the Tragedy of the Commons in recent history.
2	Basic	I can utilize a fictitious example to illustrate the Tragedy of the Commons.
1	Minimal	I can define the Tragedy of the Commons.
0	No Evidence	No evidence shown.

2. Human Population Growth   (25.00%)

Learning Targets

2.1 I can evaluate social, economic, and environmental issues associated with human population growth and suggest realistic solutions to these problems.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate social, economic, and environmental issues associated with human population growth and suggest realistic solutions to these problems.
3	Developing	I can explain issues associated with the growth of the human population over the last 200 years.
2	Basic	I can describe how and why the human population size and growth rate has changed over the last 200 years.
1	Minimal	I can list reasons the human population has grown.
0	No Evidence	No evidence shown.

2.2 I can analyze population charts and use population growth rate formulas to predict population growth, growth rates, and doubling time. I can find missing pieces of population demographic data using information from the formulas that I know.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze population charts and use population growth rate formulas to predict population growth, growth rates, and doubling time. I can find missing pieces of population demographic data using information from the formulas that I know.

✏️
Edit page

CW High School
Environmental Science A

Learning Target	Descriptor	Definition
3	Developing	I can interpolate using population growth data.
2	Basic	I can calculate doubling time and population growth given the formulas.
1	Minimal	I can interpret data in a population graph.
0	No Evidence	No evidence shown.

2.3 I can rationalize steps being taken by World powers attempting to mitigate both population growth and impacts that growing populations are having on resources.

Learning Target	Descriptor	Definition
4	Proficient	I can rationalize steps being taken by World powers attempting to mitigate both population growth and impacts that growing populations are having on resources.
3	Developing	I can summarize steps being taken by World powers attempting to mitigate both population growth and impacts that growing populations are having on resources.
2	Basic	I can describe impacts of growing populations to natural resources.
1	Minimal	I can list conventions and summits held regarding population growth.
0	No Evidence	No evidence shown.

3. **Land Use Issues and Planning   (25.00%)**

Learning Targets

3.1 I can decipher between regional land use in the U.S, explaining what each region has for major resources and how that has shaped each regions development of urban and rural areas.

Learning Target	Descriptor	Definition
4	Proficient	I can decipher between regional land use in the U.S, explaining what each region has for major resources and how that has shaped each regions development of urban and rural areas.
3	Developing	I can decipher between regional land use and identify major geographical influences on the resources in each geographic region of the U.S.
2	Basic	I can describe impacts that people were having on land and resources in the U.S. in the last 300 years.
1	Minimal	I can summarize land use in the U.S. in the last 300 years.
0	No Evidence	No evidence shown.

3.2 I can distinguish between the various types of land and their uses in Wisconsin and the United States, identifying how much of each type there is and justifying the importance of each land type to environmental health.

✎
Edit page

CW High School
Environmental Science A

Learning Target	Descriptor	Definition
4	Proficient	I can distinguish between the various types of land and their uses in Wisconsin and the United States, identifying how much of each type there is and justifying the importance of each land type to environmental health.
3	Developing	I can explain the difference between each land type and the ecosystems they support.
2	Basic	I can use a visual representation to display the different land types in Wisconsin and their amount of surface coverage.
1	Minimal	I can list each of the different land types in Wisconsin and the U.S.
0	No Evidence	No evidence shown.

3.3 I can defend a position regarding a land use issue using reliable evidence to support my stance and describe strategies communities utilize to deal with land use issues.

Learning Target	Descriptor	Definition
4	Proficient	I can defend a position regarding a land use issue using reliable evidence to support my stance and describe strategies communities utilize to deal with land use issues.
3	Developing	I can explain the impacts of a land use issue on the environment, economy, and community.
2	Basic	I can describe why land use planning should be a community decision and why it needs to be handled as such.
1	Minimal	I can list strategies that communities use to deal with land use issues.
0	No Evidence	No evidence shown.

4. **Renewable and Nonrenewable Energy Resources   (25.00%)**

Learning Targets

4.1 I can justify the pursuit of new energy sources for the United States and World in order to make environmentally conscientious and responsible decisions.

Learning Target	Descriptor	Definition
4	Proficient	I can justify the pursuit of new energy sources for the United States and World in order to make environmentally conscientious and responsible decisions.
3	Developing	I can compare and contrast renewable and nonrenewable energy sources, identifying the impacts of each.
2	Basic	I can identify renewable and nonrenewable energy sources and describe shifts in energy sources in the U.S. in the last 300 years, .
1	Minimal	I can list energy sources in the U.S. in the last 300 years.

✏️
Edit page

CW High School
Environmental Science A

Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

4.2 I can argue the benefits and drawbacks of a chosen energy source in terms of supply, demand, environmental concerns, use, future, cost, availability, practicality, etc. using evidence to support my argument

Learning Target	Descriptor	Definition
4	Proficient	I can argue the benefits and drawbacks of a chosen energy source in terms of supply, demand, environmental concerns, use, future, cost, availability, practicality, etc. using evidence to support my argument
3	Developing	I explain the benefits and drawbacks of a chosen energy source in terms of supply, demand, environmental concerns, use, future, cost, availability, practicality, etc.
2	Basic	I can compare and contrast the energy source against other renewable and nonrenewable energy sources.
1	Minimal	I can describe a specific energy source.
0	No Evidence	No evidence shown.

4.3 I can develop an integrated energy plan for USA's energy needs, rationalizing the use of each source.

Learning Target	Descriptor	Definition
4	Proficient	I can develop an integrated energy plan for USA's energy needs, rationalizing the use of each source.
3	Developing	I explain the practicality of various sources of energy in different regions of the United States.
2	Basic	I explain the current use of each energy source across the United States.
1	Minimal	I can identify the energy demand for the United States.
0	No Evidence	No evidence shown.

4.4 I can design and construct a model wind turbine revising and reconstructing in order to produce the greatest power output possible.

Learning Target	Descriptor	Definition
4	Proficient	I can design and construct a model wind turbine revising and reconstructing in order to produce the greatest power output possible.
3	Developing	I can design and construct a model wind turbine, describing the science behind my design and explaining how it will work.
2	Basic	I can design and construct a model wind turbine.
1	Minimal	I can design a model wind turbine.

✎
Edit page

CW High School

Environmental Science A

Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

Submitted on 10/29/2021 by