



Youth Envisioning Sustainable Futures

Empowering students to learn from the past, observe the present and change the future!

Alignment with Educational Standards

Youth Envisioning Sustainable (Y.E.S.) Futures is an inter-disciplinary, place-based project for students grades 6-12. It enables students to develop skills in historical inquiry, scientific investigation, futures analysis and most importantly, leadership. Y.E.S. Futures projects are centered on topics chosen by students to benefit their community and allow students a path to rigorous and relevant learning experiences.

The Y.E.S. Futures curriculum is aligned with the most current national educational standards including Common Core, Next Generation Science Standards, Career, College and Civic Life - C3 Social Studies Standards and the National American Association for Environmental Education Guidelines for Excellence in Environmental Education and allows student to meet a significant number of benchmarks (as summarized in the table below which quantifies related benchmarks from each set of standards for grades 9-12 alone). Note that the Next Generation Science Standards, the C3 Social Studies Standards and the Guidelines for Excellence in Environmental Education have all been aligned with Common Cores standards by the agencies that developed them.

Educational Standard Set	Common Core	Next Generation Science Standards	Career, College and Civic Life - C3 Social Studies Standards	NAAEE Guidelines for Excellence in Environmental Education
Number of High School Benchmarks Addressed by Y.E.S. Futures	<ul style="list-style-type: none"> • ELA - 45 • Mathematics -18 	<ul style="list-style-type: none"> • All Key Scientific Practice Benchmarks • Life Science – 6 • Earth and Human Activity - 6 	<ul style="list-style-type: none"> • Dimension 1 - 5 • Dimension 2 - 35 • Dimension 3 – 4 • Dimension 4 - 8 	<ul style="list-style-type: none"> • Strand 1 – 26 • Strand 2 – 58 • Strand 3 – 28 • Strand 4 - 15

Specific educational standard sets and benchmarks are aligned with the Y.E.S. Futures curriculum in more detail in the pages that follow and will soon be available online in a format hyperlinked to the complete descriptions of each benchmark. The standard sets in the table above are hyperlinked the educational standard informational websites as an interim aid. It is hoped that this tool allows teachers from several disciplines to integrate this project into their curriculum and to work together to empower their students.

GRADES 11-12				
Y.E.S. Project Requirement/Focus	Common Core	Next Generation Science Standards	Career, College and Civic Life - C3 Social Studies Standards	NAAEE Guidelines for Excellent in Environmental Education
<p><u>Identifying Environmental Problems in the Community</u></p> <p>Construct questions to structure inquiry of the topic.</p> <p>What focused questions can be answered through both research and observation? What questions need to be asked that lead to valid conclusions and informed action?</p>	<p>Language Arts</p> <ul style="list-style-type: none"> Standards for Writing-History 11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question 	<p>Dimension 1 Scientific Practices</p> <ul style="list-style-type: none"> Asking questions and defining problems 	<p>Dimension 1 Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> Constructing Compelling Questions D1.1.9-12 D1.2.9-12 Constructing Supporting Questions D1.3.9-12 D1.4.9-12 <p>Dimension 2 Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> Change, Continuity and Context D2.His.3.9-12 Historical Sources and Evidence D2.His.12.9-12 	<p>Strand 1— Questioning, Analysis and Interpretation Skills A) Questioning</p> <p>Strand 3.1—Skills for Analyzing and Investigating Environmental Issues A) Identifying and investigating issues</p>

Y.E.S. Project Requirement/Focus	Common Core	Next Generation Science Standards	Career, College and Civic Life - C3 Social Studies Standards	NAAEE Guidelines for Excellent in Environmental Education
<p><u>Scientific Investigation</u></p> <p>What have scientists and researchers already found out about this population and/or place and how did they find out? How are these findings limited?</p> <p>HOW: Describe data collection method with rationale. Why was your method the best way to collect useful data in a safe manner?</p> <p>DATA COLLECTION: Describe how you implemented your plan and collected data that provides information about present conditions?</p> <p>DATA ANALYSIS: How can you analyze and communicate your findings?</p>	<p>Language Arts</p> <ul style="list-style-type: none"> Standards for Language-11-12.L6 Standards for Reading-Science and Technology 11-12.RST. 1,2,4,5,6,7,8,9,10 <p>Mathematics Note: the benchmarks addressed vary according to topic and statistical method utilized to analyze data – the benchmarks listed here are only those that are to be addressed in every investigation</p> <ul style="list-style-type: none"> Quantities NQ. 1,2,3 Creating Equations A.CED.2 Interpreting Functions F.IF.4,5,6 Building Functions F.BF.3 Interpreting Data S.ID.1,2,3,4,5,9 Making Inferences/Justifying Conclusions S.IC 1,2,3,4,5,6 	<p>Dimension 1 Scientific Practices</p> <ul style="list-style-type: none"> Developing and using models Planning and carrying out investigations Analyzing and interpreting data Using mathematics and computational thinking Constructing explanations and designing solutions Obtaining, evaluating and communicating information <p>LS2: Ecosystems: Interactions, Energy, and Dynamics</p> <ul style="list-style-type: none"> HS-LS2-1 HS-LS2-2 HS-LS2-4 HS-LS2-6 HS-LS2-7 HS-LS2-8 <p>Cross-Cutting Concepts</p> <ul style="list-style-type: none"> Cause and Effect Scale, Proportion, and Quantity Stability and Change Influence of Engineering, Technology, and Science on Society and the Natural World 	<p>Dimension 1 Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> Determining Helpful Sources D1.5.9-12 <p>Dimension 3 – Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> Gathering and Evaluating Sources D3.1.9-12 D3.2.9-12 Developing Claims and Using Evidence D.3.9-12 D3.4.9-12 <p>Dimension 4 – Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> Communicating Conclusions D4.1.9-12 D4.2.9-12 Critiquing Conclusions D4.4.9-12 D4.5.9-12 	<p>Strand 1— Questioning, Analysis and Interpretation Skills</p> <p>A) Questioning B) Designing investigations B) Designing investigations D) Evaluating accuracy and reliability E) Organizing information</p>

Y.E.S. Project Requirement/Focus	Common Core	Next Generation Science Standards	Career, College and Civic Life - C3 Social Studies Standards	NAAEE Guidelines for Excellent in Environmental Education
<p><u>Historical Inquiry- Research</u></p> <p>What factors influenced the chosen subject? (Use a variety of relevant primary and secondary sources including writings, photos, agency studies, interviews, etc.)</p> <p>PLACE: Describe the location, climate, environment, & physical context.</p> <p>POPULATION: Summarize key information known about life history or habitat.</p> <p>PEOPLE: Identify social, political, cultural, and economic factors, and indigenous knowledge related to the population or place.</p>	<p>Language Arts</p> <ul style="list-style-type: none"> • Standards for Reading-Information 11-12, RI 1,7,8,10 • Standards for Language-11-12.L6 • Reading for History-11-12. RH 1,2,3,6,7,8,9 • Standards for Writing-History 11-12.WHST.7,8,9 	<p>Dimension 1 Scientific Practices</p> <ul style="list-style-type: none"> • Obtaining, evaluating and communicating information <p>ESS3: Earth and Human Activity</p> <ul style="list-style-type: none"> • HS-ESS3-1 • HS-ESS3-2 • HS-ESS3-3 • HS-ESS3-4 • HS-ESS3-6 <p>Cross-Cutting Concepts</p> <ul style="list-style-type: none"> • Cause and Effect • Scale, Proportion, and Quantity • Stability and Change • Influence of Engineering, Technology, and Science on Society and the Natural World 	<p>Dimension 2 Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> • The Global Economy D2.Eco.15.9-12 • Geographic Representations D2.Geo.1.9-12 D2.Geo.3.9-12 • Perspectives – Individually and with others, students will be able to: D2.His.5.9-12 D2.His.6.9-12 D2.His.7.9-12 D2.His.8.9-12 • Historical Sources and Evidence D2.His.11.9-12 D2.His.12.9-12 D2.His.13.9-12 • Causation and Argumentation D2.His.14.9-12 D2.His.16.9-12 D2.His.17.9-12 <p>Dimension 3 – Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> • Gathering and Evaluating Sources D3.1.9-12 D3.2.9-12 • Developing Claims and Using Evidence D.3.9-12 D3.4.9-12 	<p>Strand 2—Knowledge of Environmental Processes and Systems</p> <p><i>Strand 2.1—The Earth as a Physical System</i></p> <p>A) Processes that shape the Earth</p> <p>Strand 2.3—Humans and Their Societies</p> <p>A) Individuals and groups B) Culture C) Political and economic systems D) Global connections E) Change and conflict</p> <p>Strand 2.4—Environment and Society</p> <p>A) Human/environment interactions B) Places</p>

Y.E.S. Project Requirement/Focus	Common Core	Next Generation Science Standards	Career, College and Civic Life - C3 Social Studies Standards	NAAEE Guidelines for Excellent in Environmental Education
<p><u>Analysis of Evidence</u></p> <p>What are your conclusions about the evidence you have gathered?</p> <p>PAST OBSERVATIONS: What have others observed in the past?</p> <p>CONCLUSION: What does your analysis tell you about the population/place in the present?</p> <p>CHANGE OVER TIME: How has this population/place changed over time? How do your observations compare to baseline/historical findings?</p>	<p>Language Arts</p> <ul style="list-style-type: none"> Standards for Writing-History 11-12.WHST.1,2,4 <p>Mathematics</p> <ul style="list-style-type: none"> Quantities NQ. 1,2,3 Creating Equations A.CED.2 Interpreting Functions F.IF.4,5,6 Building Functions F.BF.3 Interpreting Data S.ID.1,2,3,4,5,9 Making Inferences/Justifying Conclusions S.IC 1,2,3,4,5,6 	<p>Dimension 1 Scientific Practices</p> <ul style="list-style-type: none"> Analyzing and interpreting data Using mathematics and computational thinking Constructing explanations and designing solutions <p>LS2: Ecosystems: Interactions, Energy, and Dynamics</p> <ul style="list-style-type: none"> HS-LS2-1 HS-LS2-2 HS-LS2-4 HS-LS2-6 HS-LS2-7 HS-LS2-8 <p>Cross-Cutting Concepts</p> <ul style="list-style-type: none"> Cause and Effect Scale, Proportion, and Quantity Stability and Change Influence of Engineering, Technology, and Science on Society and the Natural World 	<p>Dimension 2 Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> Geographic Representations D2.Geo.1.9-12 D2.Geo.3.9-12 Causation and Argumentation D2.His.14.9-12 D2.His.15.9-12 D2.His.16.9-12 D2.His.17.9-12 <p>Dimension 3 – Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> Gathering and Evaluating Sources D3.1.9-12 D3.2.9-12 Developing Claims and Using Evidence D.3.9-12 D3.4.9-12 	<p>Strand 1— Questioning, Analysis and Interpretation Skills</p> <p>G) Drawing conclusions and developing explanations</p> <p>Strand 2.2—The Living Environment</p> <p>A) Organisms, populations, and communities</p>

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<p>Evaluating and Using Evidence</p> <p>What are the implications for this population or place?</p> <p>MICRO IMPLICATIONS: Do your observations and findings lead you to believe this population or habitat will exist for future generations?</p> <p>MACRO IMPLICATIONS: What are the social, political, intellectual, cultural, and/or economic implications related to the sustainability of this population or habitat?</p> <p>What are the significant changes caused by natural events or human actions, including current policies and practices, on the population or habitat?</p> <p>NATURAL EVENTS OR HUMAN ACTIONS: Are natural events or human actions contributing to the resiliency of this population or habitat?</p> <p>POLICIES & PRACTICES: What is the current implementation of current laws, policies, and management practices?</p>	N/A	<p>Dimension 1 Scientific Practices</p> <ul style="list-style-type: none"> Constructing explanations and designing solutions Engaging in argument from evidence Obtaining, evaluating and communicating information <p>LS2: Ecosystems: Interactions, Energy, and Dynamics</p> <ul style="list-style-type: none"> HS-LS2-1 HS-LS2-2 HS-LS2-4 HS-LS2-6 HS-LS2-7 HS-LS2-8 <p>ESS3: Earth and Human Activity</p> <ul style="list-style-type: none"> HS-ESS3-1 HS-ESS3-2 HS-ESS3-3 HS-ESS3-4 HS-ESS3-6 <p>Cross-Cutting Concepts</p> <ul style="list-style-type: none"> Cause and Effect Scale, Proportion, and Quantity Stability and Change Influence of Engineering, Technology, and Science on Society and the Natural World 	<p>Dimension 1 Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> Determining Helpful Sources D1.5.9-12 <p>Dimension 2 Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> Civic and Political Institutions D2.Civ1, 2, 3, 4, 5, 6.9-12 Participation and Deliberation. D2.Civ.8.9-12 Processes, Rules, Laws D2.Civ.11, 12, 13, 14.9-12 <p>Dimension 2 Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> Geographic Representations D2.Geo.1.9-12 D2.Geo.3.9-12 Human-Environment Interaction D2.Geo.4, 5, 6.9-12 Human Population: Spatial Patterns and Movements D2.Geo.9.9-12 D2.Geo.10.9-12 Causation and Argumentation D2.His.14, 15, 16, 17.9-12 <p>Dimension 3 – Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> Gathering and Evaluating Sources D3.1.9-12 D3.2.9-12 Developing Claims and Using Evidence D.3.9-12 D3.4.9-12 	<p>Strand 1— Questioning, Analysis and Interpretation Skills F) Working with models and simulations</p> <p>Strand 2.2—The Living Environment C) Systems and connections</p> <p>Strand 2.3—Humans and Their Societies A) Individuals and groups B) Culture C) Political and economic systems D) Global connections E) Change and conflict</p> <p>Strand 2.4—Environment and Society A) Human/environment interactions</p> <p>Strand 3.1—Skills for Analyzing and Investigating Environmental Issues B) Sorting out the consequences of issues</p> <p>Strand 3.2—Decision-Making and Citizenship Skills A) Forming and evaluating personal views B) Evaluating the need for citizen action</p> <p>Strand 4—Personal and Civic Responsibility A) Understanding societal values and principles</p>

Y.E.S. Project Requirement/Focus	Common Core	Next Generation Science Standards	Career, College and Civic Life - C3 Social Studies Standards	NAAEE Guidelines for Excellent in Environmental Education
<p><u>Futures Analysis</u></p> <p>What are the possible futures for the population or place? What do you envision as the preferred future?</p> <p>POSSIBLE FUTURES: Consider the full range of possible futures. (Collapse, Continued Growth, Discipline, & Transformation)</p> <p>PROBABLE FUTURES: What is the probable future if the situation continues?</p> <p>PREFERRED FUTURE: What preferred future do you envision? What do you and others want to have happen? Can you develop a plan that leads in the direction of your preferred future?</p>	<p>Language Arts</p> <ul style="list-style-type: none"> Standards for Language-11-12.L6 <p>Mathematics</p> <ul style="list-style-type: none"> Conditional Probability S.CP.5 	<p>Dimension 1 Scientific Practices</p> <ul style="list-style-type: none"> Developing and using models Analyzing and interpreting data Using mathematics and computational thinking Constructing explanations and designing solutions Engaging in argument from evidence Obtaining, evaluating and communicating information <p>LS2: Ecosystems: Interactions, Energy, and Dynamics</p> <ul style="list-style-type: none"> HS-LS2-1 HS-LS2-2 HS-LS2-4 HS-LS2-6 HS-LS2-7 HS-LS2-8 <p>ESS3: Earth and Human Activity</p> <ul style="list-style-type: none"> HS-ESS3-1 HS-ESS3-2 HS-ESS3-3 HS-ESS3-4 HS-ESS3-6 <p>Cross-Cutting Concepts</p> <ul style="list-style-type: none"> Cause and Effect Scale, Proportion, and Quantity Stability and Change Influence of Engineering, Technology, and Science on Society and the Natural World 	<p>Dimension 1 Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> Determining Helpful Sources D1.5.9-12 <p>Dimension 2 Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> Civic and Political Institutions D2.Civ5,6.9-12 Participation and Deliberation D2.Civ.7, 8, 9, 10. 9-12 Processes, Rules, Laws D2.Civ.11, 12, 13, 14.9-12 Economic Decision Making D2.Eco.1-9-12 The Global Economy D2.Eco.15.9-12 Geographic Representations D2.Geo.1, 3.9-12 Human-Environment Interaction D2.Geo.4, 6.9-12 Human Population: Spatial Patterns and Movements D2.Geo.9, 10.9-12 Change, Continuity and Context D2.His.3.9-12 Perspectives D2.His.5, 7.9-12 Historical Sources and D2.His.11, 12.9-12 <p>Dimension 4 – Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> Communicating Conclusions D4.1, 2.9-12 Critiquing Conclusions D4.4, 5.9-12 Taking Informed Action D4.6, 7.9-12 	<p>Strand 2.4—Environment and Society</p> <p>A) Human/environment interactions C) Resources D) Technology E) Environmental issues</p> <p>Strand 3.1—Skills for Analyzing and Investigating Environmental Issues</p> <p>A) Identifying and investigating issues B) Sorting out the consequences of issues C) Identifying and evaluating alternative solutions and courses of action D) Working with flexibility, creativity, and openness</p> <p>Strand 3.2—Decision-Making and Citizenship Skills</p> <p>A) Forming and evaluating personal views B) Evaluating the need for citizen action C) Planning and taking action</p> <p>Strand 4—Personal and Civic Responsibility</p> <p>A) Understanding societal values and principles</p>

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<p><u>Taking Informed Action</u></p> <p>How have obstacles shaped your strategies? What actions to effect personal or structural change have been or will be taken to realize preferred futures?</p> <p>CURRENT OBSTACLES: Describe existing obstacles, including public policy actors, socio-economic factors, public apathy, etc.</p> <p>EFFECTIVE STRATEGIES: Describe strategies to create response to address issue.</p> <p>IMPLEMENTED SOLUTIONS: Describe actions taken and provide evidence of effectiveness.</p>	<p>N/A</p>	<p>LS2: Ecosystems: Interactions, Energy, and Dynamics</p> <ul style="list-style-type: none"> • HS-LS2-1 • HS-LS2-2 • HS-LS2-4 • HS-LS2-6 • HS-LS2-7 • HS-LS2-8 <p>ESS3: Earth and Human Activity</p> <ul style="list-style-type: none"> • HS-ESS3-1 • HS-ESS3-2 • HS-ESS3-3 • HS-ESS3-4 • HS-ESS3-6 <p>Cross-Cutting Concepts</p> <ul style="list-style-type: none"> • Cause and Effect • Scale, Proportion, and Quantity • Stability and Change • Influence of Engineering, Technology, and Science on Society and the Natural World 	<p>Dimension 1 Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> • Determining Helpful Sources D1.5.9-12 <p>Dimension 2 Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> • Civic and Political Institutions D2.Civ5,6.9-12 • Participation and Deliberation D2.Civ.7, 8,9,10.9-12 • Processes, Rules, Laws D2.Civ.11,12,13,14.9-12 • Geographic Representations D2.Geo.1,3.9-12 • Economic Decision Making D2.Eco.1-9-12 • The Global Economy D2.Eco.15.9-12 • Human-Environment Interaction D2.Geo.4,6.9-12 • Human Population: Spatial Patterns and Movements D2.Geo.9, 10.9-12 • Change, Continuity and Context D2.His.3.9-12 • Perspectives – Individually and with others, students will be able to: D2.His.5, 7.9-12 <p>Dimension 3 – Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> • Gathering and Evaluating Sources D3.1, 2.9-12 • Developing Claims and Using Evidence D3.3, 4.9-12 <p>Dimension 4 – Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> • Communicating Conclusions D4.1, 2.9-12 • Critiquing Conclusions D4.4,5.9-12 • Taking Informed Action D4.6, 7, 8.9-12 	<p>Strand 2.4—Environment and Society</p> <p>A) Human/environment interactions C) Resources D) Technology E) Environmental issues</p> <p>Strand 3.1—Skills for Analyzing and Investigating Environmental Issues</p> <p>A) Identifying and investigating issues B) Sorting out the consequences of issues C) Identifying and evaluating alternative solutions and courses of action D) Working with flexibility, creativity, and openness</p> <p>Strand 3.2—Decision-Making and Citizenship Skills</p> <p>A) Forming and evaluating personal views B) Evaluating the need for citizen action C) Planning and taking action D) Evaluating the results of actions</p> <p>Strand 4—Personal and Civic Responsibility</p> <p>A) Understanding societal values and principles B) Recognizing citizens' rights and responsibilities C) Recognizing efficacy D) Accepting personal responsibility</p>

Y.E.S. Project Requirement/Focus	Common Core	Next Generation Science Standards	Career, College and Civic Life - C3 Social Studies Standards	NAAEE Guidelines for Excellent in Environmental Education
<p>PROJECT DESIGN: VISUAL (WRITTEN) COMMUNICATION</p> <p>VISUAL MESSAGE: How can the visuals and design communicate the written argument in a non-verbal manner?</p> <p>VISUAL ORGANIZATION: Are the organization of the written arguments and visual evidence laid out in a clear manner that reveals the inquiry process of the topic?</p> <p>VISUAL CLARITY: Are written material grammatically correct and visual evidence produced clearly to communication message?</p>	<p>Language Arts</p> <ul style="list-style-type: none"> Standards for Writing 11-12.W.1,2,4,6,7,8,9 Standards for Speaking and Listening 1-12.SL.2, 5 Standards for Language- 11-12.L6 Standards for Writing-History 11-12.WHST.6 	<p>Dimension 1 Scientific Practices</p> <ul style="list-style-type: none"> Engaging in argument from evidence Obtaining, evaluating and communicating information 	<p>Dimension 2 Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> Geographic Representations D2.Geo.1.9-12 D2.Geo.3.9-12 Perspectives – Individually and with others, students will be able to: D2.His.5, 7.9-12 <p>Dimension 3 – Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> Gathering and Evaluating Sources D3.1, 2.9-12 Developing Claims and Using Evidence D3.3, 4.9-12 <p>Dimension 4 – Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> Communicating Conclusions D4.1, 2, 3.9-12 	<p><i>Strand 3.2—Decision-Making and Citizenship Skills</i></p> <p>A) Forming and evaluating personal views</p>
<p>PROJECT: ORAL COMMUNICATION</p> <p>ARGUMENT CLARIFICATION: Oral responses to judges relate to, describe, and highlight argument already made within project.</p> <p>FACTUAL EVIDENCE: Oral responses to judges cite and expound on already collected and displayed factual evidence presented in relation to the argument made in the project.</p> <p>ARGUMENT DEFENSE: Oral responses to judges support and defend argument already presented in the project.</p>	<p>Language Arts</p> <ul style="list-style-type: none"> Standards for Speaking and Listening 11-12.SL.2,4,5 Standards for Language- 11-12.L6 	<p>Dimension 1 Scientific Practices</p> <ul style="list-style-type: none"> Engaging in argument from evidence Obtaining, evaluating and communicating information 	<p>Dimension 2 Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> Change, Continuity and Context D2.His.3.9-12 Perspectives – Individually and with others, students will be able to: D2.His.5.9-12 D2.His.7.9-12 <p>Dimension 4 – Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> Communicating Conclusions D4.1.9-12 D4.2.9-12 	<p><i>Strand 3.2—Decision-Making and Citizenship Skills</i></p> <p>A) Forming and evaluating personal views</p>

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<p>POST-COMPETITION COLLABORATIVE SYMPOSIUM WITH COMMUNITY LEADERS</p>	<p>Language Arts</p> <ul style="list-style-type: none"> Standards for Speaking and Listening 11-12.SL.1,2,3,4 	<p>Dimension 1 Scientific Practices</p> <ul style="list-style-type: none"> Engaging in argument from evidence Obtaining, evaluating and communicating information 	<p>Dimension 1 Developing Questions and Planning Inquiries</p> <ul style="list-style-type: none"> Determining Helpful Sources D1.5.9-12 <p>Dimension 2 Applying Disciplinary Concepts and Tools</p> <ul style="list-style-type: none"> Civic and Political Institutions D2.Civ5.9-12 D2.Civ6.9-12 Participation and Deliberation D2.Civ.7.9-12 D2.Civ.8.9-12 D2.Civ.9.9-12 D2.Civ.10.9-12 Change, Continuity and Context D2.His.3.9-12 Perspectives – Individually and with others, students will be able to: D2.His.5.9-12 D2.His.7.9-12 Historical Sources and Evidence D2.His.13.9-12 <p>Dimension 3 – Evaluating Sources and Using Evidence</p> <ul style="list-style-type: none"> Gathering and Evaluating Sources D3.1.9-12 D3.2.9-12 Developing Claims and Using Evidence D.3.9-12 D3.4.9-12 <p>Dimension 4 – Communicating Conclusions and Taking Informed Action</p> <ul style="list-style-type: none"> Communicating Conclusions D4.1, 2.9-12 Critiquing Conclusions D4.4, 5.9-12 	<p>Strand 3.1—Skills for Analyzing and Investigating Environmental Issues</p> <p>A) Identifying and investigating issues</p> <p>B) Sorting out the consequences of issues</p> <p>C) Identifying and evaluating alternative solutions and courses of action</p> <p>D) Working with flexibility, creativity, and openness</p> <p>Strand 3.2—Decision-Making and Citizenship Skills</p> <p>A) Forming and evaluating personal views</p> <p>B) Evaluating the need for citizen action</p> <p>Strand 4—Personal and Civic Responsibility</p> <p>A) Understanding societal values and principles</p> <p>B) Recognizing citizens' rights and responsibilities</p> <p>C) Recognizing efficacy</p>

Educational Standards for Hawaii

The Youth Envisioning Sustainable Futures Project provides rigorous and relevant learning pathways for students to meet the following Hawaii-based educational goals:

Hawaii Department of Education General Learner Outcomes (GLOs)

The **GLOs** are the essential overarching goals for all grade levels -- from elementary through middle to high -- and all of the academic disciplines. Every content and performance standard should support the learner's progress towards these outcomes because they enable learners to lead full and productive lives.

- **Self-Directed Learner:** The ability to be responsible for one's own learning
- **Community Contributor:** The understanding that it is essential for human beings to work together
- **Complex Thinker:** The ability to be involved in complex thinking and problem solving
- **Quality Producer:** The ability to recognize and produce quality performance and quality products
- **Effective Communicator:** the ability to communicate effectively
- **Effective and Ethical User of Technology:** the ability to use a variety of technology effectively and ethically

Hawaii Department of Education (D.O.E.) Strategic Plan

The Goals

- **Student Success:** All students demonstrate they are on a path toward success in college, career, and citizenship.
- **Successful Systems of Support:** The system and culture of the Department work to effectively organize financial, human, and community resources in support of student success.

The Hawaii D.O.E. Mission, Vision and Core Values.

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

Hawaii's students are educated, healthy, and joyful life-long learners who contribute positively to our community and global society.

Hawaii seeks for its students to meet and exceed world-class academic standards, and do so in a way that reflects our island perspective. Hawaii's students have strengths and abilities unique to an island home, with a tradition of stewardship, community and mutual responsibility. We will cultivate, advance, and draw from Hawaii's rich traditions and Native Hawaiian host culture.

1. Commitment to Equity and Excellence: We believe every child is unique and deserve an excellent education – one that develops the whole student. Students succeed when their specific needs are met and their innate gifts and abilities are nurtured.
2. Meaningful Learning: We learn from many sources and in many ways. Hawaii provides abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society.
3. Caring Relationships: Education is a responsibility shared by all and the best results come when we work together with aloha, respect, integrity, and openness.
4. Connection to Community, Family and `Āina: We see students as part of an extended `ohana, the environment, a larger community and a global society. Hawaii's students value these connections and become stewards to help make our world a better place.

Hawaii D.O.E. Objectives and Strategies Related to Y.E.S. Futures

Objective 1A – All students are engaged and ready to learn.

Strategies:

- Incorporate interdisciplinary curriculum based on the Common Core State Standards into classroom instructional practices.
- Tailor instruction to students by assessing and responding to individual needs (including working collaboratively along education continuum to assess college readiness).
- Provide school-led programs that develop the character and values needed for ethical behavior, student safety and positive learning environments.

Objective 1C – Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.

Strategies:

- Partner with community organizations, libraries, and businesses that provide learning and service opportunities that utilize the resources of the communities and places where students live and attend school.
- Work with agencies and families to coordinate wraparound services that address non-school factors that impede student success.

Hawaii. D.O.E. Requirements: Effective with the graduating Class of 2016. Honors Recognition Requirements

- STEM Honors: Includes a Capstone/STEM Senior Project

Y.E.S. Futures is a place-based project and students in Hawaii are fortunate to be able to learn important lessons from a vibrant host culture. To this end the Y.E.S. Futures curriculum has been aligned with [Na Honua Maui Ola – Hawaiian Cultural Pathways for Healthy and Responsive Learning Environments](#). The nine cultural pathways of Nā Honua Maui Ola was developed by a thirty-two member committee with support from the Native Hawaiian Education Council (NHEC), Kamehameha Schools (KS), Office of Hawaiian Affairs (OHA) and Ka Haka ʻŌiā O Keʻelikōlani College UH-Hilo.

- ʻIke Pilina - Relationship pathway. We envision generations that have respectful, responsible and strong relationships to akua, ʻāina, and each other. Nurturing respectful, and responsible relationships that connect us to akua, ʻāina, and each other through sharing history, genealogy, language and culture.
- ʻIke Ōlelo – Language pathway. We envision generations of literate and eloquent Hawaiian language speakers. Using Hawaiian language to ground personal connections to Hawaiian culture, history, values and spirituality and to perpetuate indigenous ways of knowing and sharing.
- ʻIke Maui Lāhui – Cultural Identity Pathway. We envision generations who walk into the future with confidence in their cultural identity and a commitment of service to akua, ʻāina, and each other.
- ʻIke Ola Pono – Wellness pathway. We envision generations who leave vibrant, healthy and happy lives as contributors to family and community.
- ʻIke Pikoʻu – Personal Connection Pathway. We envision generations whose actions reflect personal identity that is kūpono. Promoting personal growth, development and self-worth to support a greater sense of belonging, compassion and service toward one's self, family and community.
- ʻIke Naʻauao – Intellectual Pathway. We envision generations fostering the cycle of joyous learning through curiosity, inquiry, experience and mentorship.. Fostering life-long learning, curiosity, and inquiry to nurture the innate desire to share knowledge and wisdom with others.
- ʻIke Hoʻokō – Applied Achievement Pathway. We envision generations who demonstrate academic, social and cultural excellence that supports families, communities and future generations. Helping generations attain academic, social and cultural excellence through a supportive environment of high expectations.
- ʻIke Honua – Sense of Place Pathway. We envision generations who accept kuleana for our honua. Demonstrating a strong sense of place, including a commitment to preserve the delicate balance of life and protect it for generations to come.
- ʻIke Kuanaʻike – Worldview Pathway. We envision generations who flourish and inspire local and global communities through a culturally Hawaiian perspective that honors all things – past, present, future. Providing a solid grounding in a Hawaiian worldview, that promotes contributions to local and global communities.