

PLT’s GreenSchools! Correlation to the National Curriculum Standards for Social Studies

Table 1. Knowledge: Early Grades

Knowledge	PLT GreenSchools! Investigations				
I. Culture	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. “Culture refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.”					
2. Concepts such as similarities, differences, beliefs, values, cohesion, and diversity.					
3. How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.	X	X	X	X	X
4. How culture may change in response to changing needs and concerns.	X	X	X	X	X
5. How individuals learn the elements of their culture through interactions with other members of the culture group.					
6. How peoples from different cultures develop different values and ways of interpreting experience.					
II. Time, Continuity, and Change					
1. The study of the past is the story of communities, nations, and the world.					
2. Concepts such as: past, present, future, similarity, difference, and change.					
3. That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews.	X	X	X	X	X
4. Key people, events, and places associated with the history of the community, nation, and world.					

II. Time, Continuity, and Change <i>continued</i>	Energy	Environmental Quality	School Site	Waste and Recycling	Water
5. Key symbols and traditions that are carried from the past into the present in the United States and other countries, and that reflect diverse cultures.					
6. That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the points of view they hold.					
7. That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.					
III. People, Places, and Environments					
1. The theme of people, places, and environments involves the study of location, place, and the interactions of people and their surroundings.	X	X	X	X	X
2. Concepts such as: location, direction, distance, and scale.			X		
3. Physical and human characteristics of the school, community, state and region, and the interactions of people in these places with the environment.	X	X	X	X	X
4. Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.					
5. Physical changes in community, state, and region, such as seasons, climate, weather, and their effects on plants and animals.			X		
6. Cultural patterns and their interactions within and across places, such as migration and settlement, changes in customs or ideas, and in the ways people make a living.					

III. People, Places, and Environments <i>continued</i>	Energy	Environmental Quality	School Site	Waste and Recycling	Water
7. Benefits and problems resulting from the discovery and use of resources.	X				
8. Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs.					
9. Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.			X		
IV. Individual Development and Identity					
1. The study of individual development and identity helps us know who we are and how we change.					
2. Concepts such as: growth, change, learning, self, family, and groups.					
3. Individuals have characteristics that are both distinct from and similar to those of others.					
4. Individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems.	X	X	X	X	X
5. Individuals change over time.					
6. Physical, intellectual, and emotional growth affect individual identity, growth, and interactions with others.					
7. People's interactions with their social and physical surroundings influence individual identity and growth.					
8. Individual choices are influenced by personal and social factors.					

V. Individuals, Groups, and Institutions	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced.	X	X	X	X	X
2. Concepts such as: community, culture, role, competition, cooperation, rules, and norms.					
3. Characteristics that distinguish individuals.					
4. That individuals, groups, and institutions share common elements and also have unique characteristics.					
5. The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.					
6. How the rules and norms of groups to which they belong impact their lives.					
VI. Power, Authority, and Governance					
1. Rules and laws can serve to support order and protect individual rights.					
2. Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.					
3. Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.					
4. The basic elements of government in the United States: executive, legislative, and judicial authority.					
5. The ways in which governments meet the needs and wants of citizens.					

VII. Production, Distribution, and Consumption	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. How people and communities deal with scarcity of resources.	X				X
2. The difference between needs and wants.					
3. What people and communities gain and give up when they make a decision.	X	X	X	X	X
4. How economic incentives affect people's behavior.	X	X	X	X	X
5. The characteristics and functions of money and its uses.					
6. Various organizations that help people achieve their individual economic goals.					
7. The characteristics of a market economy.					
8. The goods and services produced in the market and those produced by the government.					
VIII. Science, Technology, and Society					
1. Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks.	X	X	X	X	X
2. How society often turns to science and technology to solve problems.	X	X	X	X	X
3. That media and technology are a part of every aspect of our lives.					
4. The ways in which scientific findings and various forms of technology influence our daily lives.	X	X	X	X	X
5. That science often leads to new technology in areas such as communication and transportation, and results in change over time.		X			
6. That science and technology can have both positive and negative impacts on individuals, society, and the globe.	X	X	X	X	X

IX. Global Connections	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. Global connections may be of various types.					
2. Global connections affect daily life for individuals and those around them.					
3. Some global issues have persisted over time while others are more contemporary or emerging.	X	X	X	X	X
4. All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections.	X				
5. The pace of global change has quickened in recent time.					
X. Civic Ideals and Practices					
1. The theme of civics ideals and practices helps us know how we can have influence on how people live and act together.	X	X	X	X	X
2. Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities.					
3. Key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.	X	X	X	X	X
4. Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.					
5. The importance of gathering information as the basis for informed citizen action.	X	X	X	X	X

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Table 2. Knowledge: Middle Grades

Knowledge	PLT GreenSchools! Investigations				
I. Culture	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. “Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.					
2. Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.					
3. How culture influences the ways in which human groups solve the problems of daily living.	X	X	X	X	X
4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.					
5. How individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.					
6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions.	X	X	X	X	X
7. How people from different cultures develop different values and ways of interpreting experience.					
8. That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.					

II. Time, Continuity, and Change	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. The study of the past provides a representation of the history of communities, nations, and the world.					
2. Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.	X	X	X	X	X
3. That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.					
4. That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.					
5. Key historical periods and patterns of change within and across cultures.					
6. The origins and influences of social, cultural, political, and economic systems.					
7. The contributions of key persons, groups, and events from the past and their influence on the present.					
8. The history of democratic ideals and principals, and how they are represented in documents, artifacts, and symbols.					
9. The influence of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.					

III. People, Places, and Environments	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.	X	X	X	X	X
2. Concepts such as: location, region, place, and migration, as well as human and physical systems.			X		
3. Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.					
4. The roles of different kinds of population centers in a region or nation.					
5. The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).					
6. Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas).					
7. Human modifications of the environment.			X		
8. Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs.					
9. The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.			X		

IV. Individual Development and Identity	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. The study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time.					
2. Concepts such as: development, change, personality, learning, individual, family, groups, motivation, and perception.					
3. How factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity.					
4. How personal, social, cultural and environmental factors contribute to the development and growth of personal identity.					
5. That individuals' choices influence identity and development.					
6. That perceptions are interpretations of information about individuals and events, and can be influenced by bias and stereotypes.					
V. Individuals, Groups, and Institutions	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. This theme helps us know how individuals are members of groups and institutions, and influence and shape those groups and institutions.	X	X	X	X	X
2. Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.					
3. Institutions are created to respond to changing individual and group needs.					

V. Individuals, Groups, and Institutions, <i>continued</i>	Energy	Environmental Quality	School Site	Waste and Recycling	Water
4. That ways in which young people are socialized include similarities as well as differences across cultures.					
5. That groups and institutions change over time.					
6. That cultural diffusion occurs when groups migrate.					
7. That institutions may promote or undermine social conformity.					
8. That when two or more groups with differing norms and beliefs interact, accommodation or conflict may result.					
9. That groups and institutions influence culture in a variety of ways.					
VI. Power, Authority, and Governance					
1. Rights are guaranteed in the U.S. Constitution, the supreme law of the land.					
2. Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).					
3. Fundamental values of constitutional democracy (e.g. the common good, liberty, justice, equality, and individual dignity).					
4. The ideologies and structures of political systems that differ from those of the United States.					
5. The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.					

VII. Production, Distribution, and Consumption	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.	X				
2. How choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative.	X	X	X	X	X
3. The economic choices that people make have both present and future consequences.	X	X	X	X	X
4. Economic incentives affect people's behavior and may be regulated by rules or laws.	X	X	X	X	X
5. That banks and other financial institutions channel funds from savers to borrowers and investors.					
6. The economic gains that result from specialization and exchange as well as the trade offs.					
7. How markets bring buyers and sellers together to exchange goods and services.					
8. How goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption.					
9. How the overall levels of income, employment, and prices are determined by the interaction of households, firms, and government.					

VIII. Science, Technology, and Society	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. Science is the result of empirical study of the natural world, and technology is the application of knowledge to accomplish tasks.	X	X	X	X	X
2. Society often turns to science and technology to solve problems.	X	X	X	X	X
3. Our lives today are media and technology dependent.					
4. Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present.	X	X	X	X	X
5. Science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.	X	X	X	X	X
6. Values, beliefs, and attitudes that have been influenced by new scientific and technological knowledge.					
7. How media are created and received depends upon cultural contexts.					
8. Science and technology sometimes create ethical issues that test our standards and values.					
9. The need for laws and policies to govern scientific and technological applications.					
10. That there are gaps in access to science and technology around the world.					

IX. Global Connections	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. Global connections have existed in the past and increased rapidly in current times.					
2. Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication).					
3. Spatial relationships that relate to ongoing global issues (e.g., pollution, poverty, disease, and conflict) affect the health and well-being of earth and its inhabitants.	X	X	X	X	X
4. Global problems and possibilities are not generally caused or developed by any one nation.					
5. Global connections may make cultures more alike or increase their sense of distinctiveness.					
6. Universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.					
X. Civic Ideals and Practices					
1. The theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society.	X	X	X	X	X
2. Concepts and ideals such as: individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.					
3. Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of the law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action).	X	X	X	X	X

X. Civic Ideals and Practices, <i>continued</i>	Energy	Environmental Quality	School Site	Waste and Recycling	Water
4. The common good, and the rule of law.	X	X	X	X	X
5. Key documents and excerpts from key sources that define and support democratic ideals and practices.					
6. The origins and function of major institutions and practices developed to support democratic ideals and practices.					
7. Key past and present issues involving democratic ideals and practices, as well as the perspectives of various stakeholders in proposing possible solutions to these issues.					
8. The importance of becoming informed in order to make positive civic contributions.	X	X	X	X	X

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Table 3. Knowledge: High School

Knowledge	PLT GreenSchools! Investigations				
I. Culture	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. "Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.					
2. Concepts such as beliefs, values, mores, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.					
3. That culture is an integrated whole that explains the functions & interactions of language, literature, arts, traditions, beliefs, values, behavior patterns.					
4. How culture develops and changes in ways that allow human societies to address their needs and concerns.	X	X	X	X	X
5. That individuals learn the elements of their culture through interpersonal and collective experience.					
6. How people from different cultures develop diverse cultural perspectives & frames of reference.					
7. That behaviors, values, and beliefs of different cultures can lead to cooperation or pose barriers to cross-cultural understanding.					
8. That awareness and knowledge of other cultures is important in a connected society and an interdependent world.					
9. That the cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges.					

II. Time, Continuity, and Change	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. Different interpretations of the history of societies, cultures, and humankind.					
2. Concepts such as: era, chronology, causality, change, continuity, conflict, historiography, historical method, primary and secondary sources, cause and effect, and multiple perspectives.	X	X	X	X	X
3. That knowledge of the past is influenced by the questions investigated, the sources used, and the perspective of the historian.					
4. Different interpretations of key historical periods and patterns of change within and across nations, cultures, and time periods.					
5. The impact across time and place of key historical forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion.					
6. Different interpretations of the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.					
7. The contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history.					
8. The importance of knowledge of the past to an understanding of the present and to informed decision-making about the future.					

III. People, Places, and Environments	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources.	X	X	X	X	X
2. Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment.			X		
3. Consequences of changes in regional and global physical systems, such as seasons, climate, and weather, and the water cycle.			X		X
4. The causes and impact of resources management, as reflected in land use, settlement patterns, and ecosystem changes.			X		
5. The cultural diffusion of customs and ideas.					
6. The social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.					
7. Factors that contribute to cooperation and conflict among peoples of the nation and world, including language, religion, and political beliefs.					
8. The use of a variety of maps, globes, graphic representations, and geospatial relations, resources and population density and distribution, and changes in these phenomena over time.			X		

IV. Individual Development and Identity	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. The theme of individual development and identity helps us know about different theories explaining individual development and identity.					
2. Concepts drawn from the behavioral sciences of psychology, sociology, and anthropology, such as identity, development, personality, motivation, perception, and group membership.					
3. Factors, both genetic and environmental, that contribute to individual development and identity.					
4. That complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity.					
5. The variety of factors that contribute to and harm the mental health of individuals.					
6. That each individual has personal connections to time and place.					
V. Individuals, Groups, and Institutions	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. This theme helps us use sociological and anthropological theories about how individuals are members of groups and institutions, and how they influence and shape those groups and institutions.	X	X	X	X	X
2. Concepts such as: mores, norms, ritual, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender.					
3. The influence of individuals, groups, and institutions on people and events in historical and contemporary settings.					

V. Individuals, Groups, and Institutions, <i>continued</i>	Energy	Environmental Quality	School Site	Waste and Recycling	Water
4. How the various forms of groups and institutions change over time.					
5. The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems.					
6. How the beliefs of dominant groups tend to become norms in a society.					
7. How, in democratic societies, legal protections are designed to protect the rights and beliefs of minority groups.					
8. How groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.	X	X	X	X	X
VI. Power, Authority, and Governance	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. The need for respect for the rule of law, as well as a recognition of times when civil disobedience has been justified.					
2. Fundamental principles of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).					
3. Fundamental values of constitutional democracy (e.g. the common good, liberty, justice, equality, and individual dignity).					

VI. Power, Authority, and Governance, <i>continued</i>	Energy	Environmental Quality	School Site	Waste and Recycling	Water
4. The ideologies, political cultures, structures, institutions, and processes of political systems that differ from those of the United States, and compare these with the political system of the United States.					
5. Mechanisms by which governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.					
6. Ideas, theories, and modes of inquiry drawn from political science.					
VII. Production, Distribution, and Consumption	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. Scarcity and the uneven distribution of resources result in economic decisions, and foster consequences that may support cooperation or conflict.	X				X
2. The causes and effects of inflation.					
3. That regulations and laws (for example, on property rights and contract enforcement) affect incentives for people to produce and exchange goods and services.					
4. Entrepreneurial decisions are influenced by factors such as supply and demand, government regulatory policy, and the economic climate.	X	X	X	X	X
5. The roles of institutions that are designed to support and regulate the economy (e.g., the Federal Reserve, and the World Bank).					

VII. Production, Distribution, and Consumption, <i>continued</i>	Energy	Environmental Quality	School Site	Waste and Recycling	Water
6. How factors such as changes in the market, levels of competition, and the rate of employment cause changes in prices of goods and services.					
7. How interest rates rise and fall in order to maintain a balance between loans and amounts saved.					
8. How markets fail, and the government response to these failures.					
9. Various measures of national economic health (e.g., GNP, GDP, and the unemployment rate).					
VIII. Science, Technology, and Society	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. Science is based upon the empirical study of the natural world and technology is the application of knowledge to accomplish tasks.	X	X	X	X	X
2. Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present.	X	X	X	X	X
3. That the world is media saturated and technology dependent.					
4. Consequences of science and technology for individuals and societies.	X	X	X	X	X
5. Decisions regarding the uses and consequences of science and technology are often complex because of the need to choose between or reconcile different viewpoints.	X	X	X	X	X
6. Prediction, modeling, and planning are used to focus advances in science and technology for positive ends.			X		

VIII. Science, Technology, and Society, <i>continued</i>	Energy	Environmental Quality	School Site	Waste and Recycling	Water
7. Findings in science and advances in technology sometimes create ethical issues that test our standards and values.	X	X	X	X	X
8. The importance of the cultural contexts in which media are created and received.					
9. Science, technology, and their consequences are unevenly available across the globe.					
10. Science and technology have contributed to making the world increasingly interdependent.	X	X	X	X	X
11. That achievements in science and technology are increasing at a rapid pace and can have both planned and unanticipated consequences.					
12. Developments in science and technology may help to address global issues.	X	X	X	X	X
IX. Global Connections	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. Global connections are rapidly accelerating across cultures and nations and can have both positive and negative effects on nations and individuals.					
2. The solutions to global issues may involve individual decisions and actions, but also require national and international approaches (e.g., agreements, negotiations, policies, or laws).					
3. Conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface.					
4. The actions of people, communities, and nations have both short- and long-term effects on the biosphere and its ability to sustain life.	X	X	X	X	X

IX. Global Connections, <i>continued</i>	Energy	Environmental Quality	School Site	Waste and Recycling	Water
5. The causes and consequences of various types of global connections.					
6. Technological advances can both improve and detract from the quality of life.		X			
7. Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections, and address the negative impacts of global issues.					
X. Civic Ideals and Practices	Energy	Environmental Quality	School Site	Waste and Recycling	Water
1. The theme of civic ideals and practices helps us recognize where gaps between ideals and practices exist, and prepares us to work for social justice.	X	X	X	X	X
2. Concepts and ideals such as: human dignity, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, citizenship, majority and minority rights, the common good, and the rule of law.					
3. Key practices involving the rights and responsibilities of citizenship and the exercise of citizenship (e.g., respecting the rule of the law and due process, voting, serving on a jury, researching issues, making informed judgments, expressing views on issues, and collaborating with others to take civic action).	X	X	X	X	X
4. Scholarly interpretations of key documents that define and support democratic ideals and practices.					
5. The origins, functions, evolution, and outcomes of major institutions and practices designed to sustain and more fully realize democratic ideals.					

X. Civic Ideals and Practices, <i>continued</i>	Energy	Environmental Quality	School Site	Waste and Recycling	Water
6. That seeking multiple perspectives is required in order to effectively grasp the complexity of issues involving civic ideals and practices.					
7. The importance of becoming informed as the basis for thoughtful and positive contributions through civic action.	X	X	X	X	X