**Delaware District and School Environmental Literacy Plan**

Definition of Environmental Education and Environmental Literacy

The United States Environmental Protection Agency defines [Environmental Education](https://www.epa.gov/education/what-environmental-education) as a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

The [Delaware Environmental Literacy Plan](https://daeeonline.org/delaware-environmental-literacy-plan/) defines Environmental Literacy as:

A community is environmentally literate when its members possess the knowledge, skills, understanding, attitude, experiences, and motivation to sustainably use, enjoy and protect natural and cultural resources.

Portrait of an Environmentally Literate Citizen

An environmentally literate Delaware citizen

* Is prepared for success in college, career and life. 1
* Has had access to a rigorous course of study that met education standards in elementary, middle and high school. 1
* Has participated in authentic inquiry based learning outside at least once in elementary, middle, and high school.2
* Has been involved in environmental stewardship at the classroom, school, and/or community level.
* Can analyze local and global environmental issues from a variety of viewpoints including social, cultural, political and economic 3
* Can understand environmental processes and systems, including the dynamics of human interaction.3
* Understands local, regional, and global environmental issues and strategies for addressing them3
* Can use this understanding to make responsible decisions about environmental, economic and social issues. 3
* Is aware of careers in the environmental field.

Notes:

1Delaware Department of Education Mission, Vision and Priorities - <https://education.delaware.gov/about-doe/vision/>

2Chesapeake Bay Agreement -<https://www.chesapeakebay.net/documents/FINAL_Ches_Bay_Watershed_Agreement.withsignatures-HIres.pdf>

3Delaware State Environmental Literacy Plan -<https://daeeonline.org/delaware-environmental-literacy-plan/>

**Delaware District and School Environmental Literacy Plan**

District Or School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Last Updated:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Development Team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 1: Connection to state and district goals**

*This section shows how the Environmental Literacy Plan addresses state and local education and environmental goals. Feel free to add and/or remove goals.*

Delaware State Education Mission, Vision and Priorities:

<https://education.delaware.gov/about-doe/vision/>

* Vision:
	+ Every learner ready for success in college, career and life
* Mission
	+ To empower every learner with the highest quality education through shared leadership, innovative practices and exemplary services.
* Priorities
	+ Engaged and informed families, schools, districts, communities, and other agencies
	+ Rigorous standards, instruction, and assessments
	+ High quality early learning opportunities
	+ Equitable access to excellent educators
	+ Safe and healthy environments conducive to learning

District Education Goals:

Delaware State Environmental Literacy Plan Goals:

<https://daeeonline.org/delaware-environmental-literacy-plan/>

* Integrate environmental education, Next-Generation Science Standards, Common Core, and Delaware Social Studies Standards.
* Delaware schools and their grounds serve as community models for green landscape design, operation and energy efficiency and/or environmentally aware practices.

Chesapeake Bay Agreement Goals:

<https://www.chesapeakebay.net/documents/FINAL_Ches_Bay_Watershed_Agreement.withsignatures-HIres.pdf>

* Enable every student in the region to graduate with the knowledge and skills to act responsibly to protect and restore their local watershed.
	+ Continually increase students’ age-appropriate understanding of the watershed through participation in teacher-supported, meaningful watershed educational experiences and rigorous, inquiry-based instruction, with a target of at least one meaningful watershed educational experience in elementary, middle and high school depending on available resources.
	+ Continually increase the number of schools in the region that reduce the impact of their buildings and grounds on their local watershed, environment and human health through best practices, including student-led protection and restoration projects.
	+ Each participating Bay jurisdiction should develop a comprehensive and systemic approach to environmental literacy for all students in the region that includes policies, practices and voluntary metrics that support the environmental literacy Goals and Outcomes of this Agreement.

**Part 2: Environmental Literacy Curricular Connections by Grade Level**

*This section looks at the environmental literacy connections by grade, including connections that currently exist and ones that your school or district would like to foster. Think about what you are currently doing that relates to Environmental Literacy as well as what can be modified, enhanced or changed to address Environmental Literacy.*

| **Grade** | **Unit, lesson and/or theme** | **Main subject area and interdisciplinary connections** | **Standards addressed (NGSS, Common Core, Social Studies, Visual & Performing Arts, Physical Education, Heath)** | **Settings (Classroom, field trip, outdoors)****And** **Partners** | **Implementation****(currently implemented, implementation in the near future, implementation dependent on resources)** |
| --- | --- | --- | --- | --- | --- |
| Pre –K |  |  |  |  |  |
| K |  |  |  |  |  |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| Middle School |  |  |  |  |  |
| High School |  |  |  |  |  |
| Other(Enrichment programs etc.) |  |  |  |  |  |

**Part 3: Resources and Facilities**

**DIstrict and School Sustainability Plans**

*Does your school or district have sustainability plans in place? Has your school conducted a sustainability audit?*

**Teachers**

*Does your school or district have the current staffing and training needed to implement or expand its Environmental literacy Plan. What type of training in environmental education do your teachers receive? What training would you like to have for your teachers?*

Current teacher staffing and training

*

Staffing and training needs

**Facilities and Equipment**

*Does your school or district have the needed equipment and facilities to support the Environmental Literacy Plan. What equipment and facilities would you like to acquire to support environmental literacy at your school(s)? Do you have or want to create outdoor learning spaces?*

Current facilities and equipment

*

Facilities and equipment needs

*

**Community Partners**

*What community partners do you have that support Environmental Literacy in your school or district? What field trip providers do you have? What types of partners or field trip providers would you like to add or find?*

Current Community Partners

*

Community Partner Needs

*