Panasonic Student Eco Citizenship Project
Climate Change Guidelines Alignment

The New Jersey Board of Education released revised Student Learning Standards in 2020. These standards require climate change education across multiple areas. As a part of this change, students are now expected to develop a basic understanding of the climate system and the natural and human factors that affect it. The new standards include a focus on climate science and provide opportunities for students to investigate causes of climate change in their community and the world and develop strategies to address these causes. As students dive into this content, they will become informed citizens who are equipped to lead society to engineer solutions, adapt practices and build resilient systems to address climate change now and into the future.

The *Panasonic Student Eco Citizenship Project* aligns directly to these new Student Learning Standards and engages students directly with the topics outlined for Science, Career Readiness, Social Studies, World Languages and beyond. Students research environmental issues in their schools, communities and worldwide, work together in teams to identify solutions and take action steps to create real and lasting change and address the issues of climate change through their work. Listed below are just a few of the standards addressed by each lesson of the *Panasonic Student Eco Citizenship Project*.

Lesson 1: Define and Research an Environmental Issues in Your Community
- Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. (K-2- ETS1-1)
- Obtain and combine information from books and other reliable media to explain phenomena. (3- ESS2-2)
- Research on a problem, such as climate change, should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)
- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)
- Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. (7.1.IL.IPRET.6)

Lesson 2: Create Actions to Prevent or Improve the Situation
- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2)
- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)
- Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. (6.3.12.GeoGI.1)
- Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1)

- Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 7.1.NM.IPERS.6)

Lesson 3: Apply the Planned Actions in Your Community
- Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1)
- Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1)
- Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). (9.4.12.CT.3)

Lesson 4: Evaluate Your Final Results
- Analyze and interpret data to determine similarities and differences in findings. (MS-ETS1-3)
- Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2)
- Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HSETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3)
- Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)