What are your desired outcomes for a Utah ELP?

Every person understands their connection to the environment. That people are part of the environment, not separate.

Repository of curriculum and projects that teachers can access and incorporate in interdisciplinary lessons.

Inspire a sense of curiosity and wonder about the natural world

That the ELP be as equitable across the state as possible.

Incorporating labs -- outside and inside. -- Integrating visual, listening, and hands-on aspects.

Additional greenhouses, gardens, hydroponics and related makerspaces which encourage environmental learning

Mentorship Integration -- community partners and academic professional workshops

Increased funding to assist school in providing outdoor and other EE opportunities

Connection to recycling and reuse

Student comprehension of biomes and the water cycle.

Industry involvement/Real world application

Applicable to various audiences (formal and informal ed) and encouraged alignment (partnerships) between the two.

Every student to be encouraged/able/? to take action to care for the environment.

Students understand their connection to the natural world and have the content knowledge to make informed decisions.

Every student understands the fundamentals of the scientific method.

standards build on each other from year to year - not just separate information to learn

Increased formal and informal partnerships for EE

Commitment to quality

Every student will know how to perform simples tests for air and water quality.

Every graduating student to understand their impact on their environment

Students understand the way they can influence environmental decisions --> i.e, how youth have shaped the the progress to protect the planet and its inhabitants.

Top down support from USBE, principals, etc.

Practical to implement.

What are your desired key topic areas or areas of focus for the ELP?

Mirror science topics from SEEd standards

Gaining of knowledge about the overall environment, Utah-specific issues and aspects

Utah biomes

education about consumer choices - where does our stuff come from?

Technology and the environment

Organisms biology

Responsible enjoyment of the environment

Individual responsibility and action

Teachings on how the political process works and how they can act at the local, state, and national levels to turn individual beliefs into policy. i.e, middle school / high school level

Watershed
Climate Control
Recycling/Reuse
Air Quality

How tech has an impact on the environment & can support solutions. Thinking about things like solar panels...

basics of landscape ecology and how resources move throughout.

Traditional Knowledge

Ways in which students can learn information gathering, decision making, and action

coding, invention, innovation - utilizing these skills specific to the environment

GIS mapping

life cycle of consumer goods

Why bugs matter!

Environmental Career Options

What information about your region of the state should be included in an ELP?

Generally, how climate change impacts different regions.

How climate change will change our region/world and actions students can take

The importance of integrating Traditional Knowledge and Native American literacy integrated into the ELP.

Any other cultural impacts or knowledge?

Transportation and the environment

Public land/water/resource management

Types of federal, state, and tribal lands that exist in utah. How they become protected and what their protections mean.

Urban and Rural - differing and similar impacts

Dark Sky %s

Dark skies and why the matter (connection for SE and SW Utah)

Colorado plateau

Uranium mining and milling and its legacy and continued impact.

Hiking Club component

Western Wildlway and Spine of the Continent

INVERSION

Air quality generally -- ozone, pm 2.5, pm 10, fugitive dust

Great Salt Lake

Great Salt Lake Ecosystem -- the importance of its health and environment to people, wildlife, and the greater region.

Water Use/Drought

Snow pack (not just for skiing)

We want to ensure this process is inclusive. Who else should we reach out to? Where possible, provide contact info.

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UEN Jenn Gibbs jgibbs@uen.org

Jamie Carling, science teacher at San Juan School District jcarling@sjsd.org

Nalini Nadkarni <nalini.nadkarni@utah.edu> Professor at the U -- started a Nature and Human Health-Utah group

USBE Science Department

USBE Social Studies Department

Division of Indian Affairs 801-715-6702 jtoledo@utah.gov

Braidan Ute Land Trust - braidan@utelandtrust.org

Division of Multicultural Affairs

Division of Arts & Museums--bring in the arts

Industry

thinking broadly about partners for both content & sponsorships

Early Childhood education

Katie Ricord Utah Association for the Education of Young Children kricord@uaeyc.org

Some states have ELPs, some have Environmental Literacy & Natural Resource Plans. What are your ideas for what Utah's ELP should be called, if any?

Our Utah, Our Environment

Utah's Environmental Stewardship Plan

Roadmap to Understanding Utah's Environment -- (roadmap has been a word latched onto by the Governor, Kem Gardner Institute -- could be complimentary)

Red Rock to Wasatch Literacy Plan

Building Utah's Environmental Future.

A Plan to Foster Utah's Environmental Sustainability.

Path to Summit Utah's Environment

UTEL (Utah Environmental Literacy)

Red Emerald Education (Red emerald project is something from the Utah Office of Tourism efforts to explore the gems of utah -- beyond the national parks.)