

**Institute for Humane Education**  
**Grades: 6, 7, 8**  
**States: Common Core State Standards**

**Leave Only Footprints**

Summary: Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.

**Common Core State Standards**

**Language Arts**

**Grade: 6 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.6</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.6.2b</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.6</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.6.8</b>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.6</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.6.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.6.1a</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.6.1b</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.6.1c</b>	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.6</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		Presentation of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.6.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Grade: 7 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.7</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.7.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.7.2b</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.7</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge

<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.7.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.7</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.7.1a</b>	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.7.1b</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.7.1c</b>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.7.1d</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.

**Grade: 8 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.8</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.W.8.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.W.8</b>	Writing Standards
<b>CATEGORY / CLUSTER</b>		Research to Build and Present Knowledge
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.W.8.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.8</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.8.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.8.1a</b>	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.8.1b</b>	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.8.1c</b>	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.SL.8.1d</b>	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**Science**

**Grade: 6 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RST.6-8</b>	Reading Standards for Literacy in Science and Technical Subjects
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details

STANDARD	CCSS.ELA-Literacy.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD	CCSS.ELA-Literacy.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.1	Write arguments focused on discipline-specific content.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1d	Establish and maintain a formal style.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-	Use precise language and domain-specific vocabulary to inform about or explain the topic.

	8.2d	
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2e	Establish and maintain a formal style and objective tone.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Grade: 7 - Adopted 2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STANDARD	CCSS.ELA-Literacy.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RST.6-8.10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-	Write arguments focused on discipline-specific content.

	8.1	
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.1d	Establish and maintain a formal style.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	CCSS.ELA-Literacy.WHST.6-8.2e	Establish and maintain a formal style and objective tone.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	CCSS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
STRAND / DOMAIN	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade: 8 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STRAND / DOMAIN	CCSS.ELA-Literacy.RST.6-8	Reading Standards for Literacy in Science and Technical Subjects

<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.4</b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.5</b>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RST.6-8</b>	Reading Standards for Literacy in Science and Technical Subjects
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.9</b>	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RST.6-8</b>	Reading Standards for Literacy in Science and Technical Subjects
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RST.6-8.10</b>	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	Writing Standards for Literacy in Science and Technical Subjects
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1</b>	Write arguments focused on discipline-specific content.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1a</b>	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1c</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.1d</b>	Establish and maintain a formal style.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.WHST.6-8</b>	Writing Standards for Literacy in Science and Technical Subjects
<b>CATEGORY / CLUSTER</b>		Text Types and Purposes
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2</b>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2a</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2b</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2c</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.WHST.6-8.2e</b>	Establish and maintain a formal style and objective tone.
<b>STRAND /</b>	<b>CCSS.ELA-</b>	Writing Standards for Literacy in Science and Technical Subjects

<b>DOMAIN</b>	Literacy.WHST.6-8	
<b>CATEGORY / CLUSTER</b>		Production and Distribution of Writing
<b>STANDARD</b>	CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>STANDARD</b>	CCSS.ELA-Literacy.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>STRAND / DOMAIN</b>	CCSS.ELA-Literacy.WHST.6-8	Writing Standards for Literacy in Science and Technical Subjects
<b>CATEGORY / CLUSTER</b>		Range of Writing
<b>STANDARD</b>	CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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