

First Reading: Recommendations for High School Science Elective Course: Environmental Systems

Draft Language	Recommendation	Rationale
<p>(12) Science Concepts. The student understands how ethics and economic priorities influence environmental decisions. The student is expected to:</p> <p>(A) evaluate cost-benefit trade-offs of commercial activities such as municipal development, food production, deforestation, over-harvesting, mining, and use of renewable and nonrenewable energy sources;</p> <p>(B) evaluate the economic impacts of individual actions on the environment such as overbuilding, habitat destruction, poaching, and improper waste disposal;</p> <p>(C) analyze how ethical beliefs influence environmental scientific and engineering practices such as methods for food production, water distribution, energy production, and the extraction of minerals;</p> <p>(D) discuss the impact of research and technology on social ethics and legal practices in situations such as the design of new buildings, recycling, or emission standards; and</p> <p>(E) argue from evidence whether or not a healthy economy and a healthy environment are mutually exclusive</p>	<p>Delete (12) C-D-E</p>	<p>(12) A-B is fine, much is covered regarding the evaluating of commercial activities and individual actions that take place in the environment, with the goal of achieving a balance, such as considering cost-benefit trade offs. This TEKS is about problem-solving, with some ethics content “built in.”</p> <p>BUT, (12) C-D-E should be removed. They require an inordinate amount of teach time with an excessive emphasis on ethics, and there are a lot of negative connotations expressed here. Such content has NO lab or hands-on exploration. It is more beneficial for students to experience science connections within the realm of science because that is what keeps students interested in science. (12) C-D-E content can basically be covered in (12) A-B.</p>

Draft Language	Recommendation	Rationale
<p>(13) Science Concepts. The student knows how legislation mediates human impacts on the environment. The student is expected to:</p> <p>(A) describe past and present state, and national legislation, including Texas automobile emissions regulations, the National Park Service Act, the Clean Air Act, the Clean Water Act, the Soil and Water Resources Conservation Act, and the Endangered Species Act; and</p> <p>(B) evaluate the goals and effectiveness of past and present international agreements such as the environmental Antarctic Treaty System, Montreal Protocol, and Kyoto Protocol, and the Paris Climate Accord.</p>	<p>Summarize and shorten (13) A-B to include some Texas-based careers</p> <p>(A) analyze the policies related to environmental protections, regarding endangered species, air, water, soil and automobile emissions, recycling of resources, and mitigation efforts;</p> <p>(B) explore global and Texas-based careers that involve the conservation, energy, and protection of Earth's resources.</p>	<p>It reduces teach time, it removes the politics, and it allows time for students to explore some exciting environmental careers in the great state of TX.</p> <p>There will be jobs in the solar and wind energy sectors, electric cars, and environmental engineers needed for improvements to agriculture, breeding of livestock, TX forestry, TX Wildlife and Fisheries, etc.</p> <p>We want the goal of this course to value and protect Earth’s resources, to value ALL our resources, living and non-living.</p>