



Wisconsin Common Career Technical Standards (WCCTS)

Content Area: EHS/Environment, Health and Safety

Standard: EHS1: Students will identify the importance and interrelationships of health, safety and environmental systems and evaluate the impacts of these systems on organizational performance for continuous improvement.

	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
EHS1.a: Assess the interdependency among natural and human-built systems, including social, ecological and economic health.	EHS1.a.1.e: Recognize and describe various types of natural and human-built systems.	EHS1.a.5.m: Describe the process of change, flow of energy and the importance of diversity in natural and human-built systems.	EHS1.a.9.h: Assess systems dynamics, including constant change and carrying capacity within social, ecological and economic systems.
	EHS1.a.2.e: Describe how social, ecological and economic systems have benefits and consequences.	EHS1.a.6.m: Compare ways in which social, ecological and economic systems have been managed.	EHS1.a.10.h: Evaluate the societal, ecological and economic costs and benefits of allocating resources in various ways.
			EHS1.a.11.h: Identify strategies to maintain societal, ecological and environmental health.
	EHS1.a.3.e: Describe how personal choices impact natural and human-built systems.	EHS1.a.7.m: Analyze the impact of personal choices regarding natural and human-built systems on future actions.	EHS1.a.12.h: Evaluate the impact of personal choices on the interactions or interdependency between natural and human-built systems.
	EHS1.a.4.e: Identify and give examples of short-term and long-term solutions to a problem.	EHS1.a.8.m: Evaluate the advantages and disadvantages of short-term and long-term solutions and the impacts on social, ecological and economic environments.	EHS1.a.13.h: Assess how the human-built environment can be designed or modified to promote ecological and economic health and provide a better quality of life.
EHS1.b: Engage in systems thinking and inquiry processes that identify problems while analyzing the impacts of decisions made now and in the future.	EHS1.b.1.e: Engage in a decision-making process that includes selecting and using data, suggesting possible alternatives, predicting consequences and defending the decision.	EHS1.b.3.m: Evaluate consequences of a variety of approaches on social, ecological and environmental systems.	EHS1.b.5.h: Formulate a plan of action that addresses a current issue that considers the impact on social, economic and ecological systems now and in the future.
	EHS1.b.2.e: Identify questions that require skilled investigation to solve current social, economic and ecological problems.	EHS1.b.4.m: Plan investigations to collect information, make predictions and offer explanations about the social, economic, and ecological questions asked.	EHS1.b.6.h: Communicate the results of an investigation of current issues' effects on social, economic and ecological systems.



Learning Priority	Performance Indicators (By Grade Band)		
	PK-5	6-8	9-12
EHS1.c: Develop solutions to social, economic and ecological problems without compromising the ability of future generations to meet their needs.	EHS1.c.1.e: Identify examples of how personal actions can influence social, economic and ecological systems.	EHS1.c.4.m: Give examples of education, economic and governmental institutions' and individuals' influence on social, economic and ecological systems.	EHS1.c.7.h: Analyze political, educational, economic and governmental influences on systems and identify the roles individuals play within the systems.
	EHS1.c.2.e: Identify local or regional social, economic and ecological issues.	EHS1.c.5.m: Explain the political, legal or economic reasons for resolving local, state and national social, economic or ecological issues.	EHS1.c.8.h: Explain the factors that contribute to the development of social, economic and ecological systems issues and policies.
	EHS1.c.3.e: Identify short-term and long-term solutions to a problem.	EHS1.c.6.m: Develop a plan for personal contribution toward improving or maintaining some part of the social, economic or ecological system.	EHS1.c.9.h: Formulate a plan to maintain or improve some part of the local or regional social, economic or ecological system.
EHS1.d: Implement personal and jobsite safety rules and regulations to maintain and improve safe and healthful working conditions and environments.	EHS1.d.1.e: Identify health and safety considerations in the classroom along with individual responsibility for maintaining conditions.	EHS1.d.4.m: Identify the relationships between school and community conditions with regard to personal and environmental health and safety.	EHS1.d.7.h: Assess workplace conditions with regard to personal and environmental health and safety.
	EHS1.d.2.e: Identify different types of jobs and how safety and health systems operate.	EHS1.d.5.m: Recognize and use systems in school and in the community that protect and enhance personal, environmental health and safety.	EHS1.d.8.h: Identify different workplace systems that protect and enhance personal and environmental health and safety.
	EHS1.d.3.e: Explain the origin of rules and laws to promote health and safety in school and work.	EHS1.d.6.m: Discuss employee rights and responsibilities and how to apply them in a workplace setting.	EHS1.d.9.h: Describe employee rights and responsibilities to maintain workplace health and safety, including compliance with rules and laws.