| HIGH SCHOOL | | |
|---|---|---|
| **Structure and Properties of Matter** | | **Connection to Anti-Idling Proposal** |
| HS-PS1-1 | | |
| HS-PS1-3 | | |
| HS-PS1-8 | | |
| HS-PS2-6 | | |

| **Chemical Reactions** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-PS1-2 | | |
| HS-PS1-4 | | |
| HS-PS1-5 | | |
| HS-PS1-6 | | |
| HS-PS1-7 | | |

| **Forces and Interactions** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-PS2-1 | | |
| HS-PS2-2 | | |
| HS-PS2-3 | | |
| HS-PS2-4 | | |
| HS-PS2-5 | | |

| **Energy** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-PS3-1 | | |
| HS-PS3-2 | | |
| HS-PS3-3 | | |
| HS-PS3-4 | | |
| HS-PS3-5 | | |

| **Waves and Electromagnetic Radiation** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-PS4-1 | | |
| HS-PS4-2 | | |
| HS-PS4-3 | | |
| HS-PS4-4 | | |
| HS-PS4-5 | | |

| **Structure and Function** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-LS1-1 | | |
| HS-LS1-2 | | |
| HS-LS1-3 | | |

| **Matter and Energy in Organisms and Ecosystems** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-LS1-5 | | |
| HS-LS1-6 | | |
| HS-LS1-7 | | |
| HS-LS2-3 | | |
| HS-LS2-4 | | |
| HS-LS2-5 | | |

| **Interdependent Relationships in Ecosystems** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-LS2-1 | | |
| HS-LS2-2 | | |
| HS-LS2-6 | | |

| | | |
|---|---|---|
| HS-LS2-7 | Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. | ***Students will have the opportunity to be involved with:***<br><br>Air quality sampling on-site during status quo conditions; data gathering and analysis thereof; kicking off anti-idling campaign, involving teachers, bus drivers, students, and parents; follow up air quality sampling on-site with anti-idling mock enforcement in place; data gathering and analysis to compare results; determining effectiveness of the measures implemented; peer reviewing conclusions drawn; presenting findings and further recommendations to reduce the impact of air pollution from vehicle emissions |
| HS-LS2-8 | | |
| HS-LS4-6 | | |

| **Inheritance and Variation of Traits** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-LS1-4 | | |
| HS-LS3-1 | | |
| HS-LS3-2 | | |
| HS-LS3-3 | | |

| **Natural Selection and Evolution** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-LS4-1 | | |
| HS-LS4-2 | | |
| HS-LS4-3 | | |
| HS-LS4-4 | | |
| HS-LS4-5 | | |

| **Space Systems** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-ESS1-1 | | |
| HS-ESS1-2 | | |
| HS-ESS1-3 | | |
| HS-ESS1-4 | | |

| **History of Earth** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-ESS1-5 | | |
| HS-ESS1-6 | | |
| HS-ESS2-1 | | |

| **Earth's Systems** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-ESS2-2 | | |
| HS-ESS2-3 | | |
| HS-ESS2-5 | | |
| HS-ESS2-6 | | |
| HS-ESS2-7 | | |

| **Weather and Climate** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-ESS2-4 | | |
| HS-ESS3-5 | | |

| **Human Sustainability** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-ESS3-1 | Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. | ***Students will have the opportunity to be involved with:***<br><br>Learning about air as a natural resource, air quality issues, and pollution emitted from vehicles; air quality sampling on-site during status quo conditions; data gathering and analysis thereof; public speaking and audience engagement regarding air pollution from vehicle emissions; soliciting feedback on the anti-idling campaign post-implementation |
| HS-ESS3-2 | | |
| HS-ESS3-3 | | |

| | | |
|---|---|---|
| HS-ESS3-4 | Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. | ***Students will have the opportunity to be involved with:***<br><br>Air quality sampling on-site during status quo conditions; data gathering and analysis thereof; kicking off anti-idling campaign, involving teachers, bus drivers, students, and parents; follow up air quality sampling on-site with anti-idling mock enforcement in place; data gathering and analysis to compare results; determining effectiveness of the measures implemented; identifying caveats of the technology used to take ambient air quality samples; peer reviewing conclusions drawn; presenting findings and further recommendations |
| HS-ESS3-6 | | |

| **Engineering Design** | | **Connection to Anti-Idling Proposal** |
|---|---|---|
| HS-ETS1-1 | Analyse a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. | ***Students will have the opportunity to be involved with:***<br><br>Learning about air as a natural resource, air quality issues - both local and global, and pollution emitted from vehicles; air quality sampling on-site during status quo conditions; data gathering and analysis thereof; public speaking and audience engagement regarding air pollution from vehicle emissions; determining effectiveness of the measures implemented; identifying caveats of the technology used to take ambient air quality samples; soliciting feedback on the anti-idling campaign post-implementation; presenting findings and further/alternative recommendations |
| HS-ETS1-2 | | |
| HS-ETS1-3 | Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. | ***Students will have the opportunity to be involved with:***<br><br>Learning about air as a natural resource, air quality issues - both local and global, and pollution emitted from vehicles; air quality sampling on-site during status quo conditions; data gathering and analysis thereof; public speaking and audience engagement regarding air pollution from vehicle emissions; identifying limitations on the financial resources available for the campaign; determining effectiveness of the measures implemented; identifying caveats of the technology used to take ambient air quality samples; soliciting feedback on the anti-idling campaign post-implementation; peer reviewing conclusions drawn; presenting findings and further recommendations |
| HS-ETS1-4 | | |