



Transportation Inventory Teacher Reference

Transportation Inventory – Classroom Survey Section

Note: This section of the transportation inventory is designed as a survey to gather information on how students and staff travel to school. Some answers to later questions should be based on this survey. Use the same survey for each class in the school. Combine surveys to compile school-wide data.

These are the questions to explore in the Classroom Survey Section of the Transportation Inventory.

	Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1
1	<p>What mode of transportation do students/staff in your class use most to get to school?</p> <p>A. Car B. Van/minivan C. Truck D. SUV E. School bus F. Public bus G. Bike H. Walk I. Other</p> <p>Total number of students/staff in class</p> <p>Note: student sheet has survey form rather than questions.</p>		<p>This webpage gives a summary of how children get to school in Japan http://web-japan.org/kidsweb/explore/schools/q5.html</p> <p>Kentucky's Safe Routes to Schools website http://www.saferoutes.ky.gov/</p> <p>National Safe Routes To School Clearinghouse website http://www.saferoutesinfo.org/</p> <p>Kentucky Department of Education Transportation Webpage http://www.education.ky.gov/KDE/Administrative+Resources/Transportation/default.htm</p> <p>National Highway Traffic Safety Administration http://www.nhtsa.dot.gov/</p> <p>Federal Motor Carrier Safety Administration http://www.fmcsa.dot.gov/</p> <p>National Transportation Safety Board http://www.nts.gov/</p> <p>U.S. Department of Transportation Federal Highway Administration http://www.fhwa.dot.gov/</p> <p>U.S. Census Bureau http://www.census.gov/</p> <p>U.S. Department of Education National Center for Education Statistics http://nces.ed.gov/index.asp</p>	<p style="text-align: center;">Primary</p> <p>MA-EP-1.3.1 Students will analyze real-world situations to identify the appropriate mathematical operations, and will apply operations to solve real-world problems with the following constraints:</p> <ul style="list-style-type: none"> • Add and subtract whole numbers with three digits or less; • Multiply whole numbers of 10 or less; • Add and subtract fractions with like denominators less than or equal to four; and • Add and subtract decimals related to money. <p>PL-EP-3.3.01 Students will identify consumer actions (reusing, reducing, recycling) that impact the environment.</p> <p style="text-align: center;">Fourth Grade</p> <p>MA-04-1.3.1 Students will analyze real-world situations to identify the appropriate mathematical operations, and will apply operations to solve real-world problems with the following constraints:</p> <ul style="list-style-type: none"> • Add and subtract whole numbers with four digits or less; • Multiply whole numbers with two digits or less; • Divide whole numbers with three digits or less by single-digit divisors (with or without remainders); • Add and subtract fractions with like denominators less than 10; and • Add and subtract decimals through hundredths. <p>PL-04-3.3.01 Students will identify and describe consumer actions (reusing, reducing, recycling) that impact the environment.</p> <p style="text-align: center;">Fifth Grade</p> <p>MA-05-1.3.1 Students will analyze real-world situations to identify the appropriate mathematical operations, and will apply operations to solve real-world problems with the following constraints:</p> <ul style="list-style-type: none"> • Add, subtract, multiply, and divide whole numbers (less than 100,000,000); • Add and subtract fractions with like denominators through 16, with sums less than or equal to one; and
2	<p>How far does each student live from school (e.g., a range of 0.2 – 7 miles with the average student living 4 miles away)?</p>			



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					<ul style="list-style-type: none"> • Add and subtract decimals through hundredths. <p>PL-05-3.3.01 Students will describe consumer actions (reusing, reducing, recycling) and identify ways these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste).</p> <p>PL-05-3.3.02 Students will identify and describe the available health and safety agencies in a community that provide services:</p> <ul style="list-style-type: none"> • Health department • Fire department • Sanitation • Police • Ambulance services <p style="text-align: center;">Sixth Grade</p> <p>PL-06-3.3.01 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</p> <p>PL-06-3.3.02 Students will identify and describe a range of resources and services provided by community agencies:</p> <ul style="list-style-type: none"> • Public health department • Fire department • Police department • Family resource center <p style="text-align: center;">Seventh Grade</p> <p>PL-07-3.3.01 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</p> <p style="text-align: center;">Eighth Grade</p> <p>PL-08-3.3.01 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</p> <p style="text-align: center;">High School</p> <p>PL-HS-3.3.01 Students will compare consumer actions (reuse, reduce, recycle, choosing renewable energy sources, using biodegradable packaging materials, composting) and analyze how these actions impact the environment (e.g., conserving resources; reducing water, air, and land pollution; reducing solid waste; conserving energy; greenhouse effect, slowing global warming).</p>
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				<p>SC-HS-4.7.3 Students will</p> <ul style="list-style-type: none">• predict the consequences of changes to any component (atmosphere, solid Earth, oceans, living things) of the Earth System;• propose justifiable solutions to global problems. <p>Interactions among the solid Earth, the oceans, the atmosphere, and living things have resulted in the ongoing development of a changing Earth system.</p>
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Transportation Inventory – Walking and Biking to School Section

These are the questions to explore in the Walking and Biking to School Section of the Transportation Inventory.

	Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1
3	What percentage of students/staff who live less than one mile from school walks or bikes?	Use the walkability and bikability checklists from www.bicyclinginfo.org and to evaluate the walkability and bikability of routes to your school to determine accessibility and safety. From the information gathered design a plan (using a powerpoint or brochure) to improve the walkability and bikability of routes to your school. Share your findings and plan with students, staff, and teachers.	Kentucky's Safe Routes to Schools website http://www.saferoutes.ky.gov/	Primary
4	What measures are in place to insure the safety of those students who walk or bike to school?		This website is dedicated to walking to school http://www.iwalktoschool.org/	PL-EP-1.4.01 Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers) while at school, home, and play.
5	Are these features available between school and the homes of your classmates? A. sidewalks (3-5' wide) B. bike paths (8-12' wide) C. bike lanes (on road) D. wide shoulders(>5' wide) E. secure bike parking		This activity is designed to encourage student to "look and learn" about their community as they walk to and from school http://www.iwalktoschool.org/downloads/Activity-Pkg-04_5-8_On-my-way-to-school.pdf	Fourth Grade
			This is the pedestrian and bicycle information center http://www.pedbikeinfo.org/	PL-04-1.4.01 Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play.
			This webpage contains an article that highlights walking to school in Great Britain http://www.eastsussex.gov.uk/yourcouncil/pressoffice/pressreleases/2006/05/945.htm	Fifth Grade
			Scroll down this page to find a British video entitled A Safer Way To School http://www.number10.gov.uk/output/Page3634.asp	PL-05-1.4.01 Students will describe safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play.
6	Do intersections near or on the way to school have: A. pedestrian signals at busy intersections? B. enough time to cross at pedestrian signals? C. crosswalks? D. curb cuts? E. adequate lighting? F. smooth paved walking surfaces? G. crossing guards or safety patrols?		Federal Department of Transportation Teacher Resources http://www.nhtsa.dot.gov/people/outreach/KidsPage/safeschool/teachers/index.html	Sixth Grade
			Website supporting human-powered transportation www.activetransportation.org	MA-06-1.1.1 Students will provide examples of and describe fractions, decimals, and percents.
			National Coalition of Walking Advocates http://www.americawalks.org/	MA-06-1.2.1 Students will estimate to solve real-world and/or mathematical problems with whole numbers, fractions, decimals, and percents, checking for reasonable and appropriate computational results.
			National Safe Routes To School Clearinghouse website http://www.saferoutesinfo.org/	PL-06-1.4.01 Students will describe safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) encountered by adolescents.
			This website is dedicated to walking to school. http://www.iwalktoschool.org/	Seventh Grade
			National Transportation Safety Board http://www.nts.gov/	MA-07-1.1.1 Students will provide examples of and describe integers, fractions, decimals, percents, and π.
			University of North Carolina Highway Safety Research Center http://www.hsrc.unc.edu/index.cfm	MA-07-1.2.1 Students will estimate to solve real-world and/or mathematical problems with fractions, decimals, and percents, checking for reasonable and appropriate computational results.



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				<p>PL-07-1.4.01 Students will explain how health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</p> <p style="text-align: center;">Eighth Grade</p> <p>PL-08-1.4.01 Students will explain how health hazards (e.g., firearms, motorized vehicles, all terrain vehicles, personal water craft, potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</p> <p style="text-align: center;">High School</p> <p>PL-HS-1.4.01 Students will analyze how responsible use of machinery; motorized vehicles (e.g., all terrain vehicles, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives.</p>
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Transportation Inventory – Vehicular Traffic Section

These are the questions to explore in the Vehicular Traffic Section of the Transportation Inventory.

Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1
7	What percentage of students/staff who live near a public bus route uses it to travel to school?	<p>Research the benefits of carpooling. Create a carpool website that explains the benefits of carpooling and helps parents in your school area to form carpools.</p>	<p style="text-align: center;">Primary</p> <p>PL-EP-3.3.01 Students will identify consumer actions (reusing, reducing, recycling) that impact the environment.</p>
8	Of the students/staff who come to school in a car, van, minivan, truck or SUV, what percentage of students/staff comes to school in a carpool? Consider a carpool two or more students/staff who ride together in the same vehicle to and from school.	<p>Research whether fuel consumption and pollution would be reduced by turning off school bus engines when parked outside the school. Determine the amount of fuel used and the amount of emissions from idling school buses. Present your findings to students, teachers, and staff using (PowerPoint, brochures etc).</p>	<p>PL-EP-1.4.01 Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers) while at school, home, and play.</p>
9	How many school buses stop at your school during the day?	<p>Research the amount of fuel used and the amount of emissions from idling school buses. Present your findings to students, teachers, and staff using (PowerPoint, brochures etc).</p>	<p style="text-align: center;">Fourth Grade</p> <p>PL-04-1.4.01 Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play.</p>
10	How many school buses idle their engines for longer than 3 minutes while parked outside the school?	<p>U.S. Environmental Protection Agency school bus info http://www.epa.gov/cleanschoolbus/index.htm</p> <p>This activity is designed to encourage student to “look and learn” about their community as they walk to and from school. http://www.iwalktoschool.org/downloads/Activity-Pkg-04_5-8_On-my-way-to-school.pdf</p>	<p>PL-04-3.3.01 Students will identify and describe consumer actions (reusing, reducing, recycling) that impact the environment.</p>
11	Are road signs posted indicating a school zone?	<p>National Safe Routes To School Clearinghouse website http://www.saferoutesinfo.org/</p> <p>Kentucky's Safe Routes to Schools website http://www.saferoutes.ky.gov/</p>	<p>SC-04-4.7.2 Students will</p> <ul style="list-style-type: none"> • describe human interactions in the environment where they live; • classify the interactions as beneficial or harmful to the environment using data/evidence to support conclusions.
12	What safety measures are used for drop-off/pick-up points for vehicles? A. Are there two separate drop-off points for buses and personal vehicles? B. Are drop-off points located so students do not have to cross traffic flow? C. Are drop-off points located away from other parking areas? D. Are drop-off points supervised during heavy traffic times?	<p>Federal Department of Transportation Teacher Resources http://www.nhtsa.dot.gov/people/outreach/KidsPage/safeschool/teachers/index.html</p> <p>Federal Motor Carrier Safety Administration http://www.fmcsa.dot.gov/</p> <p>National Transportation Safety Board http://www.nts.gov/</p> <p>University of North Carolina Highway Safety Research Center http://www.hsrc.unc.edu/index.cfm</p>	<p>All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; other changes are beneficial (e.g., dams benefit some aquatic organisms but are detrimental to others). By evaluating the consequences of change using cause and effect relationships, solutions to real life situations/dilemmas can be proposed.</p> <p style="text-align: center;">Fifth Grade</p> <p>PL-05-1.4.01 Students will describe safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play.</p> <p>PL-05-3.3.01 Students will describe consumer actions (reusing, reducing, recycling) and identify ways these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste).</p>



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				<p>Sixth Grade</p> <p>MA-06-1.1.1 Students will provide examples of and describe fractions, decimals, and percents.</p> <p>MA-06-1.2.1 Students will estimate to solve real-world and/or mathematical problems with whole numbers, fractions, decimals, and percents, checking for reasonable and appropriate computational results.</p> <p>PL-06-1.4.01 Students will describe safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) encountered by adolescents.</p> <p>PL-06-3.3.01 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</p> <p style="text-align: center;">Seventh Grade</p> <p>MA-07-1.1.1 Students will provide examples of and describe integers, fractions, decimals, percents, and π.</p> <p>MA-07-1.2.1 Students will estimate to solve real-world and/or mathematical problems with fractions, decimals, and percents, checking for reasonable and appropriate computational results.</p> <p>PL-07-1.4.01 Students will explain how health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</p> <p>PL-07-3.3.01 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</p> <p>SC-07-4.7.1 Students will compare abiotic and biotic factors in an ecosystem in order to explain consequences of change in one or more factors.</p> <p>The number of organisms an ecosystem can support depends on the resources available and abiotic factors (e.g., quantity of light and water, range of temperatures, soil composition). Given adequate biotic and abiotic resources and no diseases or predators, populations (including humans) increase at rapid rates. Lack of resources and other factors, such as predation and climate, limit the growth of populations in specific niches in the ecosystem.</p>
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				<p style="text-align: center;">Eighth Grade</p> <p>PL-08-1.4.01 Students will explain how health hazards (e.g., firearms, motorized vehicles, all terrain vehicles, personal water craft, potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</p> <p>PL-08-3.3.01 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</p> <p style="text-align: center;">High School</p> <p>PL-HS-1.4.01 Students will analyze how responsible use of machinery; motorized vehicles (e.g., all terrain vehicles, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives. DOK 3</p> <p>PL-HS-3.3.01 Students will compare consumer actions (reuse, reduce, recycle, choosing renewable energy sources, using biodegradable packaging materials, composting) and analyze how these actions impact the environment (e.g., conserving resources; reducing water, air, and land pollution; reducing solid waste; conserving energy; greenhouse effect, slowing global warming).</p> <p>SC-HS-4.7.3 Students will</p> <ul style="list-style-type: none"> • predict the consequences of changes to any component (atmosphere, solid Earth, oceans, living things) of the Earth System; • propose justifiable solutions to global problems. <p>Interactions among the solid Earth, the oceans, the atmosphere, and living things have resulted in the ongoing development of a changing Earth system.</p>
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Transportation Inventory – Community and Curriculum Section

These are the questions to explore in the Community and Curriculum Section of the Transportation Inventory.

Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Core Content 4.1
13	In what programs does your school participate to encourage carpooling, use of public transportation, or non-vehicular transportation to and from school (e.g., ride-share, bike to school week, pedestrian or bike safety classes)?	Kentucky's Safe Routes to Schools website http://www.saferoutes.ky.gov/ National Safe Routes To School Clearinghouse website http://www.saferoutesinfo.org/ Federal Department of Transportation Teacher Resources http://www.nhtsa.dot.gov/people/outreach/KidsPage/safeschool/teachers/index.html This website is dedicated to walking to school http://www.iwalktoschool.org/ This is the pedestrian and bicycle information center http://www.pedbikeinfo.org/ This webpage contains an article that highlights walking to school in Great Britain http://www.eastsussex.gov.uk/yourcouncil/pressoffice/pressreleases/2006/05/945.htm Website supporting human-powered transportation www.activetransportation.org Kentucky Clean Fuels Coalition www.kentuckycleanfuels.org/index.html U.S. Environmental Protection Agency school bus info http://www.epa.gov/cleanschoolbus/index.htm American Driver and Traffic Safety Education Association http://www.adtsea.iup.edu/adtsea/curriculum/default.aspx National Transportation Safety Board http://www.nts.gov/ University of North Carolina Highway Safety Research Center http://www.hsrb.unc.edu/index.cfm	Primary
14	Does your school district use fuel-efficient vehicles (e.g., bio-diesel fuel for buses, fuel-efficient driver's education cars, small capacity buses, passenger vans)?		PL-EP-1.4.01 Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers) while at school, home, and play.
15	What training and/or safety policies do school staff follow to drive school vehicles (include those dealing with seat belts and interactions between vehicles, pedestrians and bikers)?		PL-EP-3.3.01 Students will identify consumer actions (reusing, reducing, recycling) that impact the environment.
16	Does your school district offer a driver's education course for students?		SS-EP-3.1.1 Students will describe basic economic concepts related to scarcity (e.g., opportunity cost, productive resources—natural and human, limited resources) and explain why people cannot have all the goods and services they want.
17	How are topics covering health and environmental impacts (e.g., fuel economy, emissions, alternative fuels, impervious parking lots, loss of habitat from road construction) of transportation choices part of each grade's curriculum?		SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. DOK 2
			Fourth Grade
			PL-04-1.4.01 Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play.
			PL-04-3.3.01 Students will identify and describe consumer actions (reusing, reducing, recycling) that impact the environment.



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18	How is transportation safety (e.g., use of seat belts and bike helmets, pedestrian safety, traffic laws) part of each grade's curriculum?		National Coalition of Walking Advocates http://www.americawalks.org/	<p>SC-04-4.7.2 Students will</p> <ul style="list-style-type: none"> describe human interactions in the environment where they live; classify the interactions as beneficial or harmful to the environment using data/evidence to support conclusions. <p>All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; other changes are beneficial (e.g., dams benefit some aquatic organisms but are detrimental to others). By evaluating the consequences of change using cause and effect relationships, solutions to real life situations/dilemmas can be proposed.</p>
19	Who conducted this Transportation Inventory (e.g., Mr. Honda's social studies classes with assistance from Mr. Conductor, bus garage supervisor, and Mrs. Ford, driver education teacher)?			<p>SS-04-3.1.1 Students will explain how individuals and groups in regions of Kentucky make economic decisions based on their limited productive resources (natural, human, capital).</p> <p>SS-04-3.1.1 Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources - natural, human, capital) and incur opportunity costs. DOK 2</p> <p style="text-align: center;">Fifth Grade</p> <p>PL-05-1.4.01 Students will describe safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play.</p> <p>PL-05-3.3.01 Students will describe consumer actions (reusing, reducing, recycling) and identify ways these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste).</p> <p>SS-05-3.1.1 Students will describe how individuals and groups in regions of the United States make economic decisions based on limited productive resources (natural, human, capital)</p> <p>SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs. DOK 2</p> <p style="text-align: center;">Sixth Grade</p> <p>PL-06-1.4.01 Students will describe safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) encountered</p>



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				<p>by adolescents.</p> <p>PL-06-3.3.01 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</p> <p>PL-06-3.3.02 Students will identify and describe a range of resources and services provided by community agencies:</p> <ul style="list-style-type: none"> • Public health department • Fire department • Police department • Family resource center <p>SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups, and governments in the present day to make decisions about how productive resources (natural resources, human resources and capital goods) are used.</p> <p style="text-align: center;">Seventh Grade</p> <p>PL-07-1.4.01 Students will explain how health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</p> <p>PL-07-3.3.01 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</p> <p>PL-07-3.3.02 Students will identify and describe resources and services provided by community agencies:</p> <ul style="list-style-type: none"> • Public health department • Fire department • Police department • Family resource center <p>SC-07-4.7.1 Students will compare abiotic and biotic factors in an ecosystem in order to explain consequences of change in one or more factors.</p> <p>The number of organisms an ecosystem can support depends on the resources available and abiotic factors (e.g., quantity of light and water, range of temperatures, soil composition). Given adequate biotic and abiotic resources and no diseases or predators, populations (including humans) increase at rapid rates. Lack of resources and other factors, such as predation and climate, limit the growth of populations in specific niches</p>
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				<p>in the ecosystem.</p> <p>SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used. DOK 2</p> <p style="text-align: center;">Eighth Grade</p> <p>PL-08-1.4.01 Students will explain how health hazards (e.g., firearms, motorized vehicles, all terrain vehicles, personal water craft, potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</p> <p>PL-08-3.3.01 Students will describe consumer actions (reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).</p> <p>PL-08-3.3.02 Students will identify and explain the importance of resources and services provided by community agencies and how these resources benefit the overall community.</p> <ul style="list-style-type: none"> • Public health department • Fire department • Police department • Family resource center <p>SC-08-4.6.2 Students will</p> <ul style="list-style-type: none"> • describe or explain energy transfer and energy conservation; • evaluate alternative solutions to energy problems. <p>Energy can be transferred in many ways, but it can neither be created nor destroyed.</p> <p>SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used. DOK 2</p> <p style="text-align: center;">High School</p> <p>PL-HS-1.4.01 Students will analyze how responsible use of machinery; motorized vehicles (e.g., all terrain vehicles, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives.</p> <p>Students will describe the relationship among private, public, and nonprofit health</p>
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				<p>agencies and compare the services provided by each agency:</p> <ul style="list-style-type: none"> • Private health care facilities (e.g., private physicians, nursing homes, rehabilitation facilities) • Hospitals • Public health departments and clinics • DES (Disaster and Emergency Services) • Family Resource Centers • Medicare/Medicaid insurance • Nonprofit health organizations (e.g., American Heart Association, American Red Cross, American Cancer Society) <p>PL-HS-3.3.01 Students will compare consumer actions (reuse, reduce, recycle, choosing renewable energy sources, using biodegradable packaging materials, composting) and analyze how these actions impact the environment (e.g., conserving resources; reducing water, air, and land pollution; reducing solid waste; conserving energy; greenhouse effect, slowing global warming).</p> <p>SC-HS-4.7.2 Students will</p> <ul style="list-style-type: none"> • evaluate proposed solutions from multiple perspectives to environmental problems caused by human interaction; • justify positions using evidence/data. <p>Human beings live within the world's ecosystems. Human activities can deliberately or inadvertently alter the dynamics in ecosystems. These activities can threaten current and future global stability and, if not addressed, ecosystems can be irreversibly affected.</p> <p>SC-HS-4.7.3 Students will</p> <ul style="list-style-type: none"> • predict the consequences of changes to any component (atmosphere, solid Earth, oceans, living things) of the Earth System; • propose justifiable solutions to global problems. <p>Interactions among the solid Earth, the oceans, the atmosphere, and living things have resulted in the ongoing development of a changing Earth system.</p> <p>SS-HS-3.1.1 Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices.</p> <p>SS-HS-5.3.6 Students will explain how the second half of the 20th century was characterized by rapid social, political, and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world, and give examples of how countries have addressed these challenges.</p>
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