



PA Denny River Education Center Program Curriculum Assessment

**Environmental Education Curriculum Inventory
(TEACHERS)**

Name: _____ School: _____
Class: _____

Source: JR Gardella, *Environmental Education Curriculum Inventory (Highland Heights, KY: School of Education, Northern Kentucky University, 1993).*

The purpose of this inventory is to indicate how well the PA Denny River Education Center Floating Classroom Curriculum accomplished the goal statements for each goal level listed below. Please circle the appropriate number for each goal statement according to the scale below.

Evaluation Scale:	Not at all	Poorly	Slightly	Fairly Well	Very Well
	0	1	2	3	4

Goal Level 1. Ecological Foundations

1. Populations: The nature/behavior of natural populations (birth, growth, change and its effects, death, extinction, etc.). 0 1 2 3 4
2. Natural Communities: Structure, behavior, interaction of individuals and populations in a particular place (forest, desert, sea, pond, etc.; food-chain, food-web, predation, etc.). 0 1 2 3 4
3. Ecosystems: Structure, interaction, and effects between living things and the non-living environment (natural change, succession, adaptation, etc.). 0 1 2 3 4
4. Energy and Chemical Cycles: How energy and chemicals go through a natural system (water cycle, oxygen cycle, energy cycle, pollutants, etc.). 0 1 2 3 4
5. Balance of Nature: The tendency of natural systems to establish balance over time when disturbed naturally or by human pollution. 0 1 2 3 4
6. Man as a Component of the Natural System: The effect of human behavior on natural systems (development of technology, effects of people's attitudes and values). 0 1 2 3 4

Goal Level 2. Issues and Values

7. Identifies the difference or discriminates between an environmental problem and an environmental issue. (Environmental problems may be natural or man-made, while issues are the conflicts arising from how people view the problem.) 0 1 2 3 4
8. Communicates the way people's cultural activities affect the environment (politics, society, religion, etc.). 0 1 2 3 4
9. Communicates the way individual people affect the environment (individual actions and behavior). 0 1 2 3 4
10. Identifies (clarifies)his/her own attitudes and values toward an issue or the environment. 0 1 2 3 4
11. Communicates that there may be more than one way to resolve an environmental issue. 0 1 2 3 4
12. Communicates that the difficulty in resolving environmental

issues is due to the different attitudes and values of the people involved in them.

0 1 2 3 4

Goal Level 3. Investigation and Evaluation

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| 13. Uses problem-solving skills to identify specific environmental problems and related issues. | 0 1 2 3 4 |
| 14. Identifies the people (actors) involved in an environmental issue. | 0 1 2 3 4 |
| 15. Identifies the beliefs and values that explain people's positions on an environmental issue. | 0 1 2 3 4 |
| 16. Examines a variety of issues and their solutions. | 0 1 2 3 4 |
| 17. Identifies the ecological costs and benefits of designated solutions to environmental problems and issues. | 0 1 2 3 4 |
| 18. Identifies the human costs and benefits of designated environmental problems and issues. | 0 1 2 3 4 |

Goal Level 4. Environmental Action

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| 19. Communicates the need for responsible citizen action to resolve environmental uses. | 0 1 2 3 4 |
| 20. Communicates that there are various levels of environmental action (individuals, groups, organizations, etc.). | 0 1 2 3 4 |
| 21. Identifies examples of environmental action categories (persuasion, consumerism, political action, legal action, ecomanagement). | 0 1 2 3 4 |
| 22. Examines scenarios/case studies that would allow the student to apply knowledge of environmental action and to choose responsible environmental action. | 0 1 2 3 4 |
| 23. Identifies the human and ecological costs and benefits of identified environmental actions. | 0 1 2 3 4 |
| 24. Takes individual and/or group action on an environmental problem they have identified and analyzed. | 0 1 2 3 4 |

Goal Level 5. Teaching Methods and Practices

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| 25. Do the materials provide specific training in the use of problem-solving skills such as observing, inferring, predicting, classifying, hypothesizing? | 0 1 2 3 4 |
| 26. Do the materials provide opportunities to apply problem-solving skills with simulated models, real-life situations, scenarios, etc.? | 0 1 2 3 4 |
| 27. Are the materials educationally appropriate for the intended student users (reading level, conceptual and skills level, etc.) | 0 1 2 3 4 |
| 28. Would the materials be attractive and appealing enough to gain students/ interest? | 0 1 2 3 4 |
| 29. Do the materials contain goals and measurable objectives? | 0 1 2 3 4 |
| 30. Do the materials provide sufficient suggestions or mechanisms for evaluation? | 0 1 2 3 4 |
| 31. Is the information provided for students and teachers accurate? | 0 1 2 3 4 |
| 32. Do the materials provide sufficient background information for the teacher? | 0 1 2 3 4 |
| 33. Do the materials provide clear directions and suggestions for teaching? | 0 1 2 3 4 |