



## ALBEDO AND THE URBAN HEAT ISLAND EFFECT

### STANDARD ALIGNMENTS



#### Common Core Math & ELA

SL.6.1

*Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.*

SL.6.4

*Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.*

6.RP.A.3

*Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.*

#### Next Generation Science Standards

MS-ESS3-3

*Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*

MS-ESS3-5

*Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.*

MS-ETS1-1

*Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.*

MS-ETS1-2

*Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.*

MS-ESS2-6

*Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates*



#### Massachusetts Comprehensive Health Curriculum

8.5.CE.4

*Analyze how environmental factors (e.g., air quality, trash and litter, availability of clean drinking water) and types of pollution (e.g., air, noise, chemical, water) affect health.*

