Title: Environmental Laws and Society Class: Grade 10

Topic: Environment and Ecology

**Standard(s) Addressed**: S11.B.3.3.3:

Explain the environmental benefits and risks associated with humanmade systems (e.g., integrated pest management, genetically engineered organisms, and organic food production). (http://www.pdesas.org/Standard/StandardsBrowser#27350?cf=y)

**Big Idea(s) Addressed**: [Environmental laws and regulations impact humans, the environment, and the economy in both positive and negative ways.](javascript:__doPostBack('ctl00$_PageContent$rptBigIdeas$ctl08$lnkBigIdea','')) (http://www.pdesas.org/module/sas/curriculumframework/)

**Concept(s) Addressed**: Laws and regulations exist to protect humans and the environment. (http://www.pdesas.org/module/sas/curriculumframework/)

**Competencies Addressed**: Recognize that laws and regulations exist to protect humans and the environment. (http://www.pdesas.org/module/sas/curriculumframework/)

**Specific Objective(s)**: The students will be able to comprehend the significance of environmental legislation and the manner in which it impacts our society. The students will have some basic knowledge of legislation. This lesson is later on and specifically relates to environmental legislation.

**Activities**:

* Engagement- Ask students to offer names or description of environmental laws that they know of. Then have students discuss some laws that they are aware of. Have the students research an environmental law. Have them explain its benefits, disadvantages, and practicality.
* Exploration- Have students get into groups of 2-3 to discuss the laws. Have the students explain how they could improve the law.
* Explanation- Have the students present their law. Have them explain its environmentally social benefits and disadvantages as well as its’ practicality.
* Elaborate- Each student is to create a law that they think is beneficial to the environment in conjunction with society. The students can make any law regarding energy, pollution, or agriculture. Then have the students present their findings including the law is advantages, disadvantages, practicality, and improvements.
* Evaluate- The students are to then choose a law presented by another student. They can then critique the student’s law discussing its practicality, benefits, and disadvantages.

**Required Materials**:

Pencils

Paper

Chalk/ Dry Erase Markers

Chalkboard/Dry Erase Board

**Formative Assessment Strategies**: During the class period, I would ask students questions about their knowledge of specific laws and their significance. In addition, the students are to write their new law in class and submit it. Then the students write an essay discussing a law explained by another student including what law that other student researched and that student’s findings on that law.