Main Criteria: National Theatre for Children

Secondary Criteria: Indiana Academic Standards, Next Generation Science Standards (NGSS)

Subject: Science

Grades: 6, 7, 8

National Theatre for Children

How electricity is made

Indiana Academic Standards

Science

Grade **6** - Adopted: **2016**

STANDARD / STRAND	**IN.6-8.IC.**	**Impact and Culture (IC)**
PROFICIENCY STATEMENT / SUBSTRAND	**6-8.IC.2.**	**Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.**

Indiana Academic Standards

Science

Grade **7** - Adopted: **2016**

STANDARD / STRAND	**IN.7.ESS.**	**Earth and Space Science (ESS)**
PROFICIENCY STATEMENT / SUBSTRAND	**7.ESS.7.**	**Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.**
STANDARD / STRAND	**IN.6-8.IC.**	**Impact and Culture (IC)**
PROFICIENCY STATEMENT / SUBSTRAND	**6-8.IC.2.**	**Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.**

Indiana Academic Standards

Science

Grade **8** - Adopted: **2016**

STANDARD / STRAND	**IN.8.ESS.**	**Earth and Space Science (ESS)**
PROFICIENCY STATEMENT / SUBSTRAND	**8.ESS.3.**	**Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).**
STANDARD / STRAND	**IN.6-8.IC.**	**Impact and Culture (IC)**
PROFICIENCY STATEMENT / SUBSTRAND	**6-8.IC.2.**	**Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.**

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**MS-ESS3-4.**	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**MS-ESS3-4.**	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**MS-ESS3-4.**	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

How energy is used unwisely

Indiana Academic Standards

Science

Grade **6** - Adopted: **2016**

STANDARD / STRAND	**IN.6-8.IC.**	**Impact and Culture (IC)**
PROFICIENCY STATEMENT / SUBSTRAND	**6-8.IC.2.**	**Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.**

Indiana Academic Standards

Science

Grade **7** - Adopted: **2016**

STANDARD / STRAND	**IN.7.ESS.**	**Earth and Space Science (ESS)**
PROFICIENCY STATEMENT / SUBSTRAND	**7.ESS.7.**	**Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.**
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PROFICIENCY STATEMENT / SUBSTRAND	**6-8.IC.2.**	**Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.**

Indiana Academic Standards

Science

Grade **8** - Adopted: **2016**

STANDARD / STRAND	**IN.8.ESS.**	**Earth and Space Science (ESS)**
PROFICIENCY STATEMENT / SUBSTRAND	**8.ESS.3.**	**Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).**
STANDARD / STRAND	**IN.6-8.IC.**	**Impact and Culture (IC)**
PROFICIENCY STATEMENT / SUBSTRAND	**6-8.IC.2.**	**Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.**

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**MS-ESS3-1.**	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.**
PERFORMANCE EXPECTATION	**MS-ESS3-3.**	**Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.**
PERFORMANCE EXPECTATION	**MS-ESS3-4.**	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**MS-ESS3-1.**	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.**
PERFORMANCE EXPECTATION	**MS-ESS3-3.**	**Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.**
PERFORMANCE EXPECTATION	**MS-ESS3-4.**	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
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		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**MS-ESS3-1.**	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.**
PERFORMANCE EXPECTATION	**MS-ESS3-3.**	**Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.**
PERFORMANCE EXPECTATION	**MS-ESS3-4.**	**Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

How we use natural resources

Indiana Academic Standards

Science

Grade **6** - Adopted: **2016**

STANDARD / STRAND	**IN.6-8.IC.**	**Impact and Culture (IC)**
PROFICIENCY STATEMENT / SUBSTRAND	**6-8.IC.2.**	**Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.**

Indiana Academic Standards

Science

Grade **7** - Adopted: **2016**

STANDARD /	**IN.7.ESS.**	**Earth and Space Science (ESS)**

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND	7.ESS.7.	Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.
STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Indiana Academic Standards

Science

Grade **8** - Adopted: **2016**

STANDARD / STRAND	IN.8.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	8.ESS.3.	Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).
STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

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PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of

		past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

The science of energy and technology

Indiana Academic Standards

Science

Grade **6** - Adopted: **2016**

STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Indiana Academic Standards

Science

Grade **7** - Adopted: **2016**

STANDARD / STRAND	IN.7.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	7.ESS.7.	Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.
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Indiana Academic Standards

Science

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STANDARD / STRAND	IN.8.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	8.ESS.3.	Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).
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Next Generation Science Standards (NGSS)

Science

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Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS	EARTH AND SPACE SCIENCE

	-ESS.	
TITLE	MS-ESS3.	Earth and Human Activity
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Next Generation Science Standards (NGSS)

Science

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The science of natural resources

Indiana Academic Standards

Science

Grade **6** - Adopted: **2016**

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PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Indiana Academic Standards

Science

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Indiana Academic Standards

Science

Grade **8** - Adopted: **2016**

STANDARD / STRAND	IN.8.ESS.	Earth and Space Science (ESS)
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Next Generation Science Standards (NGSS)

Science

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Next Generation Science Standards (NGSS)

Science

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TITLE	MS-ESS3.	Earth and Human Activity
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PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

The uses of electricity

Indiana Academic Standards

Science

Grade **6** - Adopted: **2016**

STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Indiana Academic Standards

Science

Grade **7** - Adopted: **2016**

STANDARD / STRAND	IN.7.ESS.	Earth and Space Science (ESS)
PROFICIENCY	7.ESS.7.	Describe the positive and negative environmental impacts of obtaining and utilizing

STATEMENT / SUBSTRAND		various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.
STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Indiana Academic Standards

Science

Grade **8** - Adopted: **2016**

STANDARD / STRAND	IN.8.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	8.ESS.3.	Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).
STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Next Generation Science Standards (NGSS)

Science

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STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.

Next Generation Science Standards (NGSS)

Science

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		Students who demonstrate understanding can:
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PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE	MS-	Construct an argument supported by evidence for how increases in human

EXPECTATION	ESS3-4.	population and per-capita consumption of natural resources impact Earth's systems.

What YOU can do to conserve energy

Indiana Academic Standards

Science

Grade **6** - Adopted: **2016**

STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Indiana Academic Standards

Science

Grade **7** - Adopted: **2016**

STANDARD / STRAND	IN.7.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	7.ESS.7.	Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.
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Indiana Academic Standards

Science

Grade **8** - Adopted: **2016**

STANDARD / STRAND	IN.8.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	8.ESS.3.	Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).
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Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity

		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

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		Students who demonstrate understanding can:
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PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

What are energy and electricity

Indiana Academic Standards

Science

Grade **6** - Adopted: **2016**

STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Indiana Academic Standards

Science

Grade **7** - Adopted: **2016**

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Indiana Academic Standards

Science

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PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

What are energy resources

Indiana Academic Standards

Science

Grade **6** - Adopted: **2016**

STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

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Indiana Academic Standards

Science

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Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**MS-ESS3-1.**	**Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.**
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Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-**	**Earth and Human Activity**

	ESS3.	
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

What is and how to be Energy Efficient

Indiana Academic Standards

Science

Grade **6** - Adopted: **2016**

STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Indiana Academic Standards

Science

Grade **7** - Adopted: **2016**

STANDARD / STRAND	IN.7.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	7.ESS.7.	Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. Determine which energy resources are the most beneficial and efficient.
STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Indiana Academic Standards

Science

Grade **8** - Adopted: **2016**

STANDARD / STRAND	IN.8.ESS.	Earth and Space Science (ESS)
PROFICIENCY STATEMENT / SUBSTRAND	8.ESS.3.	Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).
STANDARD / STRAND	IN.6-8.IC.	Impact and Culture (IC)
PROFICIENCY STATEMENT / SUBSTRAND	6-8.IC.2.	Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

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