

## Climate Change Literacy for High School Graduates

**WHEREAS**, our greenhouse gas (GHG) emissions must be significantly reduced and *if and how* this is done is a political question, requiring an informed, motivated, and politically-active electorate; and

**WHEREAS**, (1) in late 2013, California adopted the “Next Generation Science Standards” (NGSS); (2) in an October 2015 Conference of the North American Association for Environmental Education (NAAEE), the California Environmental Literacy Task Force (CELTF) presented the environmental elements of the NGSS, revealing that the standards do not guarantee the needed climate literacy; and (3) in May of 2015, **the California State PTA adopted “Climate Change Is a Children’s Issue”, a resolution asking school districts to take important actions, including “to educate students on climate and energy literacy and human sustainability”**; and

**WHEREAS**, it is a moral imperative to teach our graduating students all of the scientific facts that will clearly and significantly impact their future, without omitting facts that might make some students or parents uncomfortable;

**THEREFORE, BE IT RESOLVED**, that The Palos Verdes Democrats want *all* high school graduates to know (1) why we have the problem of climate change; (2) its potential for harm; (3) the difference between stabilizing the climate at a livable level and *destabilization*; (4) science-based, climate-stabilizing, greenhouse gas (GHG) reduction targets; (5) the primary variables and considerations in identifying those targets and (6) the approximate amount of life style and technology change required to *achieve* those climate-stabilizing targets.

**BE IT FURTHER RESOLVED**, that this resolution be communicated to our Central Committee and the school boards and, as reasonably possible, PTA/PTO leaders within our community.

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