

## PLANNED COURSE

**SUBJECT AREA:** Environment and Ecology

**GRADE/COURSE:** 1

**Standard And Strand** 4.1 Watersheds and Wetlands

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
A. Identify various types of water.  B. Identify moving and still bodies of water.  C. Identify living things found in bodies of water.  D. Introduce and discuss the term “wetland”.	1. Identify ocean, lake, pond, river.    1. Identify living things found in oceans, lakes, ponds, rivers.	Discussion  Observation  Labeling  Sorting  <b>*More specific assessments will be designed upon purchase of new science materials.</b>

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**Standard And Strand** 4.2 Renewable and Nonrenewable Resources

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
A. Develop an awareness of the basic needs of people.	Identify orally and through pictures the basic needs of people (e.g., food, shelter, water, air, etc.)	Teacher observation and evaluation of student participation in teacher-guided classroom discussion, webbing and worksheet activities.
B. Develop an awareness of products derived from natural resources.	Identify from where the basic needs of people come. (e.g., paper from trees).	Teacher observation and evaluation of student participation in teacher-guided discussion and sorting pictures.
C. Recognize that some natural resources have limited life spans.	Recognize some renewable and non renewable resources used in the community.	Teacher observation and evaluation of student participation in teacher-guided discussion; sorting pictures.
D. Develop an awareness of byproducts and their use of natural resources.	Use oral language, illustrations, and labels to identify recyclable and non-recyclable materials.	Teacher observation and evaluation of student participation in sorting, labeling, classroom discussion, and worksheet activities.
	Identify and use the terms “reuse”, “reduce” and “recycle”.	
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**Standard And Strand** 4.3 Environmental Health

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
A. Identify the term “pollution”.  B. Know that air, water and land can be polluted.  C. Identify different areas where health can be affected by air, water and land pollution.		<b>*More specific assessments will be designed upon purchase of new science materials.</b>

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**Standard And Strand** 4.4 Agriculture and Society

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
A. Know the importance of farming to humans.  B. Identify various tools and machinery necessary for farming.	Explain the influence of farming on food, clothing, shelter and culture.  Identify tractor, hoe, plow, etc.	Teacher observation and evaluation of student participation in teacher-guided classroom discussion and worksheet activities.  Teacher observation and evaluation of student participation in teacher-guided classroom discussion, sorting pictures, labeling, and worksheet activities.  <b>*More specific assessments will be designed upon purchase of new science materials.</b>

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**Standard And Strand** 4.5 Integrated Pest Management

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
A. Identify chemical labels.	Identify labels: caution, poison, warning	Categorizing  Sorting  Observation  Discussion  <b>*More specific assessments will be designed upon purchase of new science materials.</b>

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**Standard And Strand** 4.6 Ecosystems and Their Interactions

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>A. Identify and categorize living and non living things.</p> <ul style="list-style-type: none"><li>• Develop an awareness that living things are dependent on non-living things in the environment for survival.</li></ul> <p>B. Identify plants and animals with their habitat and food sources.</p>	<p>Identify and categorize living and non-living things.</p> <p>Identify basic needs of a plant and an animal.</p> <p>Identify plants and animals with their habitats and food sources.</p> <p>Discover and identify environmental variables that affect plant growth (e.g., too little water; sunlight, etc.)</p> <p>Identify a simple ecosystem and its living and non-living components.</p>	<p>Teacher observation and evaluation of student participation in classroom discussion, sorting and labeling pictures, KWL, small group experiments learning logs and worksheet activities.</p> <p><b>*More specific assessments will be designed upon purchase of new science materials.</b></p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
C. Understand the concept of cycle.	Describe and demonstrate the basic water cycle.	<p>Teacher observation and evaluation of student participation in reading flowcharts, labeling pictures, model presentations (drawing, acting, etc.)</p> <p><b>*More specific assessments will be designed upon purchase of new science materials.</b></p>

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**Standard And Strand** 4.7 Threatened, Endangered and Extinct Species

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
A. Define the terms “endangered” and “extinct”.	Identify animals that are endangered and extinct.	Sorting  Labeling  Observation  Discussion  <b>*More specific assessments will be designed upon purchase of new science materials.</b>



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**Standard And Strand** 4.8 Humans and the Environment

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
A. Develop an awareness that environmental conditions influence where and how people live.	Identify and explain orally the term “climate”.  Identify how climate affects clothing, food supply, etc.	Observations and discussions of weather  Documented report of weather.  <b>*More specific assessments will be designed upon purchase of new science materials.</b>

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**Standard And Strand** 4.9 Environmental Laws and Regulations

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
A. Know that there are laws and regulations for the environment.	Recognize environmental laws concerning littering and pollution.	Observation Discussion  <b>*More specific assessments will be designed upon purchase of new science materials.</b>