

A correlation of
**Population Connection
Activities**

from

**Sharing a Small World:
*Environmental Activities for Young Learners***

to

Georgia Performance Standards

Organized by:

- 1. Population Connection Activity*
- 2. Subject*
- 3. Grade*
- 4. Standard*

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The Bare Necessities

English Language Arts

Kindergarten

LISTENING/SPEAKING/VIEWING

ELAKLSV1. The student uses oral and visual skills to communicate. The student

- a. Listens and speaks appropriately with peers and adults.

- b. Follows two-part oral directions.

- e. Describes people, places, things, locations, and actions.

Grade One

LISTENING/SPEAKING/VIEWING

ELA1LSV1. The student uses oral and visual strategies to communicate. The student

- c. Responds appropriately to orally presented questions.

Social Studies

Kindergarten

ECONOMIC UNDERSTANDINGS

SSKE4. The student will explain that people must make choices because they cannot have everything they want.

Grade One

ECONOMIC UNDERSTANDINGS

SS1E1. The student will identify goods that people make and services that people provide for each other.

Creatures in Motion

English Language Arts

Kindergarten

LISTENING/SPEAKING/VIEWING

- ELAKLSV1. The student uses oral and visual skills to communicate. The student
- b. Follows two-part oral directions.

Grade One

LISTENING/SPEAKING/VIEWING

- ELA1LSV1. The student uses oral and visual strategies to communicate. The student
- b. Responds appropriately to orally presented questions.

Mathematics

Kindergarten

NUMBERS AND OPERATIONS

MKN1. Students will connect numerals to the quantities they represent.

- a. Count a number of objects up to 30.
- e. Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.

PROCESS SKILLS

MKP4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Grade One

NUMBER AND OPERATIONS

MIN1. Students will estimate, model, compare, order, and represent whole numbers up to 100.

- b. Correctly count and represent the number of objects in a set using numerals.

PROCESS SKILLS

M1P4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Grade Two

PROCESS SKILLS

M2P4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Science

Kindergarten

HABITS OF MIND

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Use whole numbers for counting, identifying, and describing things and experiences.

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing “Follow the Leader” and noting the changes.)

SKCS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

NATURE OF SCIENCE

SKCS6. Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

a. In doing science, it is often helpful to work with a team and to share findings with others.

Grade One

HABITS OF MIND

S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

S1CS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

Grade Two

HABITS OF MIND

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

S2CS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

THE NATURE OF SCIENCE

S2CS7. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

b. In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.

Grade Three

HABITS OF MIND

S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

b. Offer reasons for findings and consider reasons suggested by others.

THE NATURE OF SCIENCE

- S3CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Crowding Can Be Seedy

English Language Arts

Kindergarten

LISTENING/SPEAKING/VIEWING

- ELAKLSV1. The student uses oral and visual skills to communicate. The student
- Follows two-part oral directions.

Grade One

LISTENING/SPEAKING/VIEWING

- ELA1LSV1. The student uses oral and visual strategies to communicate. The student
- Responds appropriately to orally presented questions.

Mathematics

Kindergarten

NUMBERS AND OPERATIONS

- MKN1. Students will connect numerals to the quantities they represent.

- Count a number of objects up to 30.
-
-
-
- Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.

PROCESS SKILLS

- MKP4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Grade One

NUMBER AND OPERATIONS

- MIN1. Students will estimate, model, compare, order, and represent whole numbers up to 100.

- Correctly count and represent the number of objects in a set using numerals.

PROCESS SKILLS

- MIP4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Grade Two

PROCESS SKILLS

- M2P4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Science

Kindergarten

HABITS OF MIND

- SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

- SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- Use whole numbers for counting, identifying, and describing things and experiences.

- SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing “Follow the Leader” and noting the changes.)

SKCS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

NATURE OF SCIENCE

SKCS6. Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

a. In doing science, it is often helpful to work with a team and to share findings with others.

Grade One

HABITS OF MIND

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

S1CS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

LIFE SCIENCE

S1L1. Students will investigate the characteristics and basic needs of plants and animals.

a. Identify the basic needs of a plant.

- Air
- Water
- Light
- Nutrients

Grade Two

HABITS OF MIND

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

- S2CS5. Students will communicate scientific ideas and activities clearly.
- Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

THE NATURE OF SCIENCE

- S2CS7. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.

Grade Three

HABITS OF MIND

- S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
- Offer reasons for findings and consider reasons suggested by others.
- S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
- Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.

THE NATURE OF SCIENCE

- S3CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.
 - Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.

Grade Four

HABITS OF MIND

- S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
- Offer reasons for findings and consider reasons suggested by others.
- S4CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
- Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.
- S4CS5. Students will communicate scientific ideas and activities clearly.
- Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

- S4CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

LIFE SCIENCE

- S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.
- Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

Grade Five

HABITS OF MIND

S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
c. Offer reasons for findings and consider reasons suggested by others.

S5CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.

THE NATURE OF SCIENCE

S5CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Social Studies

Grade Four

CIVIC/GOVERNMENT UNDERSTANDINGS

SS4CG4. The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.
a. Explain the necessity of respecting the rights of others and promoting the common good.

Earth Cookie

English Language Arts

Kindergarten

COMPREHENSION

ELAKR6. The student gains meaning from orally presented text. The student

- b. Makes predictions from pictures and titles.

LISTENING/SPEAKING/VIEWING

ELAKLSV1. The student uses oral and visual skills to communicate. The student

- b. Follows two-part oral directions.

- e. Describes people, places, things, locations, and actions.

Grade One

LISTENING/SPEAKING/VIEWING

ELA1LSV1. The student uses oral and visual strategies to communicate. The student

- b. Recalls information presented orally.

- c. Responds appropriately to orally presented questions.

Grade Four

LISTENING, SPEAKING, AND VIEWING

ELA4LSV1. The student participates in student -to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.

- i. Responds appropriately to comments and questions.

- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Grade Five

LISTENING, SPEAKING, AND VIEWING

ELA5LSV1. The student participates in student -to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.

- i. Responds appropriately to comments and questions.

- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.

Mathematics

Kindergarten

DATA ANALYSIS AND PROBABILITY

MKD1. Students will pose information questions, collect data, organize, and record results using objects, pictures, and picture graphs.

PROCESS SKILLS

MKP2. Students will investigate, develop, and evaluate mathematical arguments.

MKP5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade One

DATA ANALYSIS AND PROBABILITY

M1D1. Students will create simple tables and graphs and interpret them.

- a. Interpret tally marks, picture graphs and bar graphs.
- b. Organize and record data using objects, pictures, tally marks, and picture graphs.

PROCESS SKILLS

M1P1. Students will solve problems that arise in mathematics and in other contexts.

- b. Solve single step routine word problems related to all appropriate first grade math standards.

M1P2. Students will investigate, develop, and evaluate mathematical arguments.

M1P4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

M1P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Two

NUMBERS AND OPERATIONS

M2N4. Students will understand and compare common fractions with small denominators.

- a. Model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or of a set.

DATA ANALYSIS AND PROBABILITY

M2D1. Students will create simple tables and graphs and interpret their meaning.

- a. Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results.
- b. Know how to interpret picture graphs, Venn diagrams, and bar graphs.

PROCESS SKILLS

M2P1. Students will solve problems that arise in mathematics and in other contexts.

- b. The student will solve single step routine word problems related to all appropriate second grade math standards.

M2P2. Students will be able to investigate, develop, and evaluate mathematical arguments.

M2P4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

M2P5. Students will be able to create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Three

NUMBER AND OPERATIONS

M3N5. Students will understand the meaning of decimal fractions and common fractions in simple cases and apply them in problem-solving situations.

- d. Know and use decimal fractions and common fractions to represent the size of parts created by equal divisions of a whole.
- g. Solve problems involving fractions.

PROCESS SKILLS

M3P1. Students will solve problems that arise in mathematics and in other contexts.

- a. Solve non-routine word problems using the strategy of logical reasoning as well as all strategies learned in previous grades.

b. Solve single and multi-step routine word problems related to all appropriate third grade math standards.

M3P2. Students will investigate, develop, and evaluate mathematical arguments.

M3P4. Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

M3P5. Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.

Grade Four

DATA ANALYSIS

M4D1. Students will gather, organize, and display data according to the situation and compare related features.

a. Represent data in bar, line and pictographs.

Science

Kindergarten

HABITS OF MIND

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

Grade One

HABITS OF MIND

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

S1CS5. Students will communicate scientific ideas and activities clearly.

c. Use simple pictographs and bar graphs to communicate data.

Grade Two

HABITS OF MIND

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

S2CS5. Students will communicate scientific ideas and activities clearly.

c. Use simple pictographs and bar graphs to communicate data.

Grade Three

HABITS OF MIND

S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

b. Offer reasons for findings and consider reasons suggested by others.

S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.

S3CS5. Students will communicate scientific ideas and activities clearly.
c. Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

S3CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Grade Four

HABITS OF MIND

S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
c. Offer reasons for findings and consider reasons suggested by others.

S4CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.

S4CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.
b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts.

S4CS5. Students will communicate scientific ideas and activities clearly.
c. Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

S4CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

Grade Five

HABITS OF MIND

S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
a. Keep records of investigations and observations and do not alter the records later.
c. Offer reasons for findings and consider reasons suggested by others.

S5CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator.

S5CS5. Students will communicate scientific ideas and activities clearly.
c. Use numerical data in describing and comparing objects and events.

THE NATURE OF SCIENCE

- S5CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:
- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.
 - b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.

Social Studies

Kindergarten

GEOGRAPHIC UNDERSTANDINGS

SSKG2. The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

- a. Differentiate land and water features on simple maps and globes.

- c. Explain that maps and globes show features in a smaller size.

Grade One

GEOGRAPHIC UNDERSTANDINGS

SS1G3. The student will locate major topographical features on the earth's surface.

- c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).

ECONOMIC UNDERSTANDINGS

SS1E2. The student will explain that people have to make choices about goods and services because of scarcity.

Grade Three

ECONOMIC UNDERSTANDINGS

SS3E1. The student will describe the four types of productive resources.

- a. Natural (land).

SS3E3. The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

- a. Describe the interdependence of consumers and producers of goods and services.

- c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.

Go Fish!

English Language Arts

Kindergarten

LISTENING/SPEAKING/VIEWING

ELAKLSV1. The student uses oral and visual skills to communicate. The student

a. Listens and speaks appropriately with peers and adults.

a. Follows two-part oral directions.

Grade One

LISTENING/SPEAKING/VIEWING

ELA1LSV1. The student uses oral and visual strategies to communicate. The student

c. Responds appropriately to orally presented questions.

Mathematics

Kindergarten

NUMBERS AND OPERATIONS

MKN1. Students will connect numerals to the quantities they represent.

a. Count a number of objects up to 30.

e. Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.

PROCESS SKILLS

MKP2. Students will investigate, develop, and evaluate mathematical arguments.

MKP4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Grade One

NUMBER AND OPERATIONS

MIN1. Students will estimate, model, compare, order, and represent whole numbers up to 100.

b. Correctly count and represent the number of objects in a set using numerals.

PROCESS SKILLS

M1P2. Students will investigate, develop, and evaluate mathematical arguments.

M1P4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Grade Two

PROCESS SKILLS

M2P2. Students will be able to investigate, develop, and evaluate mathematical arguments.

M2P4. Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.

Science

Kindergarten

HABITS OF MIND

SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers for counting, identifying, and describing things and experiences.

SKCS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

SKCS6. Students will understand the important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

- a. In doing science, it is often helpful to work with a team and to share findings with others.

Grade One

HABITS OF MIND

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

S1CS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

Grade Two

HABITS OF MIND

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

S2CS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

THE NATURE OF SCIENCE

S2CS7. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- b. In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.

Grade Three

HABITS OF MIND

S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- b. Offer reasons for findings and consider reasons suggested by others.

THE NATURE OF SCIENCE

S3CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

- b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.

Social Studies

Kindergarten

GOVERNMENT/CIVIC UNDERSTANDINGS

SSKCG1. The student will demonstrate an understanding of good citizenship.

- a. Explain how rules are made and why.

- b. Explain why rules should be followed.

Grade One

ECONOMIC UNDERSTANDINGS

SS1E2. The student will explain that people have to make choices about goods and services because of scarcity.

Grade Two

GOVERNMENT/CIVIC UNDERSTANDINGS

SS2CG1. The student will define the concept of government and the need for rules and laws.

ECONOMIC UNDERSTANDINGS

SS2E2. The student will identify ways in which good and services are allocated (by price, majority rule, contests, force, sharing, lottery, command, first-come, first-served, personal characteristics, and others).

Lend a Hand to the Earth

English Language Arts

Kindergarten

LISTENING/SPEAKING/VIEWING

ELAKLSV1. The student uses oral and visual skills to communicate. The student
b. Follows two-part oral directions.

Grade One

LISTENING/SPEAKING/VIEWING

ELA1LSV1. The student uses oral and visual strategies to communicate. The student
c. Responds appropriately to orally presented questions.

Our Town

English Language Arts

Kindergarten

LISTENING/SPEAKING/VIEWING

ELAKLSV1. The student uses oral and visual skills to communicate. The student

- a. Listens and speaks appropriately with peers and adults.
- b. Follows two-part oral directions.
- c. Responds appropriately to orally presented questions.
- d. Describes people, places, things, locations, and actions.

Grade One

LISTENING/SPEAKING/VIEWING

ELA1LSV1. The student uses oral and visual strategies to communicate. The student

- c. Responds appropriately to orally presented questions.

Social Studies

Kindergarten

HISTORICAL UNDERSTANDINGS

SSKH3. The student will correctly use words and phrases related to chronology and time to explain how things change.

- a. Now, long ago.
- b. Before, after.
- c. Responds appropriately to orally presented questions.
- d. Describes people, places, things, locations, and actions.
- e. Follows two-part oral directions.
- f. Responds appropriately to orally presented questions.
- g. Past, present, future.

GEOGRAPHIC UNDERSTANDINGS

SSKG2. The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

- a. Differentiate land and water features on simple maps and globes.
- b. Explain that maps and globes show features in a smaller size.

ECONOMIC UNDERSTANDINGS

SSKE4. The student will explain that people must make choices because they cannot have everything they want.

Grade One

ECONOMIC UNDERSTANDINGS

SS1E1. The student will identify goods that people make and services that people provide for each other.

Grade Three

ECONOMIC UNDERSTANDINGS

SS3E1. The student will describe the four types of productive resources.

- a. Natural (land).
- b. Human (labor).

SS3E3. The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

- d. Explain that some things are made locally, some elsewhere in the country, and some in other countries.

Grade Four

CIVIC/GOVERNMENT UNDERSTANDINGS

- SS4CG4. The student will explain the importance for Americans to share certain central democratic beliefs and principles both personal and civic.
- a. Explain the necessity of respecting the rights of others and promoting the common good.

 - b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society participate to in public (civic) life (staying informed, voting, volunteering, communicating with public officials).

Web of Life

English Language Arts

Kindergarten

COMPREHENSION

ELAKR6. The student gains meaning from orally presented text. The student

- b. Makes predictions from pictures and titles.

LISTENING/SPEAKING/VIEWING

ELAKLSV1. The student uses oral and visual skills to communicate. The student

- a. Listens and speaks appropriately with peers and adults.
- b. Follows two-part oral directions.
- e. Describes people, places, things, locations, and actions.

Grade One

LISTENING/SPEAKING/VIEWING

ELA1LSV1. The student uses oral and visual strategies to communicate. The student

- b. Recalls information presented orally.
- c. Responds appropriately to orally presented questions.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.

Science

Kindergarten

HABITS OF MIND

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing “Follow the Leader” and noting the changes.)

SKCS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

NATURE OF SCIENCE

SKCS6. Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. In doing science, it is often helpful to work with a team and to share findings with others.

Grade One

HABITS OF MIND

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
- b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

S1CS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

LIFE SCIENCE

S1L1. Students will investigate the characteristics and basic needs of plants and animals.

- a. Identify the basic needs of a plant.

- Air
- Water
- Light
- Nutrients

- b. Identify the basic needs of an animal.

- Air
- Water
- Food
- Shelter

INTERDEPENDENCE OF LIFE

S1L1a,b,c. Animals eat plants or other animals for food and may also use plants (or even other animals) for shelter and nesting.

Grade Two

HABITS OF MIND

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
- c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

S2CS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

THE NATURE OF SCIENCE

S2CS7. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- b. In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.

EARTH SCIENCE

S2E3. Students will observe and record changes in their surroundings and infer the causes of the changes.

- a. Recognize effects that occur in a specific area caused by weather, plants, animals, and/or people.

PHYSICAL SCIENCE

S2P2. Students will identify sources of energy and how the energy is used.

- a. Identify sources of light energy, heat energy, and energy of motion.

- b. Describe how light, heat, and motion energy are used.

FLOW OF MATTER AND ENERGY

S1L3b. Many materials can be recycled and used again, sometimes in different forms.

Grade Three

HABITS OF MIND

S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- b. Offer reasons for findings and consider reasons suggested by others.

S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Observe and describe how parts influence one another in things with many parts.

- b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.

THE NATURE OF SCIENCE

S3CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

- b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.

LIFE SCIENCE

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

- d. Explain what will happen to an organism if the habitat is changed.

S3L2. Students will recognize the effects of pollution and humans on the environment.

- a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.

- b. Identify ways to protect the environment.

- Conservation of resources
- Recycling of materials

INTERDEPENDENCE OF LIFE

S3L1b and S4L1a. Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.

Grade Four

LIFE SCIENCE

S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.

- b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.

- c. Predict how changes in the environment would affect a community (ecosystem) of organisms.

- d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

INTERDEPENDENCE OF LIFE

S3L1b and S4L1a. Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.

Who Polluted the River?

English Language Arts

Kindergarten

COMPREHENSION

ELAKR6. The student gains meaning from orally presented text. The student

- b. Makes predictions from pictures and titles.

- g. Connects life experiences to read-aloud text.

LISTENING/SPEAKING/VIEWING

ELAKLSV1. The student uses oral and visual skills to communicate. The student

- a. Listens and speaks appropriately with peers and adults.

- b. Follows two-part oral directions.

- e. Describes people, places, things, locations, and actions.

Grade One

LISTENING/SPEAKING/VIEWING

ELA1LSV1. The student uses oral and visual strategies to communicate. The student

- b. Recalls information presented orally.

- c. Responds appropriately to orally presented questions.

- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.

Grade Seven

LISTENING, SPEAKING, AND VIEWING

ELA7LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- c. Responds to questions with appropriate information.

Science

Kindergarten

HABITS OF MIND

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

- b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing “Follow the Leader” and noting the changes.)

SKCS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

NATURE OF SCIENCE

SKCS6. Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. In doing science, it is often helpful to work with a team and to share findings with others.

Grade One

HABITS OF MIND

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
- b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

S1CS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

Grade Two

HABITS OF MIND

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
- c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

S2CS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

THE NATURE OF SCIENCE

S2CS7. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- b. In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus.

EARTH SCIENCE

S2E3. Students will observe and record changes in their surroundings and infer the causes of the changes.

- a. Recognize effects that occur in a specific area caused by weather, plants, animals, and/or people.

PHYSICAL SCIENCE

S2P2. Students will identify sources of energy and how the energy is used.

- b. Describe how light, heat, and motion energy are used.

Grade Three

HABITS OF MIND

S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- b. Offer reasons for findings and consider reasons suggested by others.

S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.

THE NATURE OF SCIENCE

S3CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.
- b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.

LIFE SCIENCE

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

- d. Explain what will happen to an organism if the habitat is changed.

S3L2. Students will recognize the effects of pollution and humans on the environment.

- a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.
- b. Identify ways to protect the environment.
- Conservation of resources
 - Recycling of materials

INTERDEPENDENCE OF LIFE

S3L1b and S4L1a. Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.

Grade Four

INTERDEPENDENCE OF LIFE

S3L1b and S4L1a. Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.

Grade Six

HABITS OF MIND

S6CS3. Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

- d. Draw conclusions based on analyzed data.

S6CS4. Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

- b. Estimate the effect of making a change in one part of a system on the system as a whole.

S6CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- b. Identify several different models (such as physical replicas, pictures, and analogies) that could be used to represent the same thing, and evaluate their usefulness, taking into account such things as the model's purpose and complexity.

THE NATURE OF SCIENCE

S6CS9. Students will investigate the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigations are conducted for different reasons. They usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations.

THE EARTH

S6E3b. Fresh water, limited in supply, is essential for life and also for most industrial processes. Rivers, lakes, and groundwater can be depleted or polluted, becoming unavailable or unsuitable for life.

S6E5i. The benefits of the earth's resources-such as fresh water, air, soil, and trees-can be reduced by using them wastefully or by deliberately or inadvertently destroying them. The atmosphere and the oceans have a limited capacity to absorb wastes and recycle materials naturally. Cleaning up polluted air, water, or soil or restoring depleted soil, forests, or fishing grounds can be very difficult and costly.

PROCESSES THAT SHAPE THE EARTH

S6E5h and S6E5i. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and intensive farming, have changed the earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms.

Grade Seven

HABITS OF MIND

S7CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

d. Draw conclusions based on analyzed data.

S7CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

THE NATURE OF SCIENCE

S7CS9. Students will investigate the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.

INTERDEPENDENCE OF LIFE

S7L4e and S7L4f. In all environments-freshwater, marine, forest, desert, grassland, mountain, and others-organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. In any particular environment, the growth and survival of organisms depend on the physical conditions.

Grade Eight

HABITS OF MIND

S8CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.

THE NATURE OF SCIENCE

S8CS9. Students will understand the features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence.

Social Studies

Kindergarten

HISTORICAL UNDERSTANDINGS

SSKH3. The student will correctly use words and phrases related to chronology and time to explain how things change.

a. Now, long ago.

b. Before, after.

g. Past, present, future.

Sharing a Small World

English Language Arts

Kindergarten

COMPREHENSION

- ELAKR6. The student gains meaning from orally presented text. The student
- g. Connects life experiences to read-aloud text.

Science

Grade Three

HABITS OF MIND

- S3CS6. Students will question scientific claims and arguments effectively.
- a. Support statements with facts found in books, articles, and databases, and identify the sources used.

Social Studies

Kindergarten

ECONOMIC UNDERSTANDINGS

- SSKE4. The student will explain that people must make choices because they cannot have everything they want.