

Teacher/Grade: Kuchinov/1	Topic: Intro to Ponds; Pond as a habitat, Hiking	Month/Time span: September/October 3 weeks
EIC Curriculum Map		
<u><i>Pennsylvania Academic Standards:</i></u>		
<u>Environment & Ecology</u> <ul style="list-style-type: none"> ● 4.1A Identify various types of water environments ● 4.1C Identify living things found in water environments ● 4.1D Identify a wetland and the plants and animals found there. ● 4.1E Recognize the impact of watersheds and wetlands on animals and plants. ● 4.3A Know that plants, animals and humans are dependent on air and water. ● 4.6A Understand that living things are dependent on nonliving things in the environment for survival ● 4.7A Identify differences in living things. 	<u>Reading, Writing, Speaking & Listening</u> <ul style="list-style-type: none"> ● 1.1 Learning to Read Independently ● 1.2. Reading Critically in All Content Areas ● 1.3. Reading, Analyzing and Interpreting Literature ● 1.4. Types of Writing ● 1.5. Quality of Writing ● 1.6. Speaking and Listening ● 1.7. Characteristics and Function of the English Language ● 1.8. Research 	
<u>Science & Technology</u> <ul style="list-style-type: none"> ● 3.3.4A Know the similarities and differences of living things ● 3.7.4C Identify basic computer operations and concepts. ● 3.7.4D Use basic computer software. ● 3.7.4E Identify basic computer communications systems 	<u>Math</u> <ul style="list-style-type: none"> ● N/A 	
<u>Civics & Government</u> <ul style="list-style-type: none"> ● N/A 	<u>Geography</u> <ul style="list-style-type: none"> ● N/A 	<u>Arts and Humanities</u> <ul style="list-style-type: none"> ● 9.1.3A Know and use the elements and principles of each art form to create works in the arts and humanities ● 9.1.3B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts ● 9.1.3C Recognize and use fundamental vocabulary within each of the arts forms. ● 9.1.3H Handle materials, equipment and tools safely at work and performance spaces.
<u>History</u> <ul style="list-style-type: none"> ● N/A 	<u>Career Education and Work</u> <ul style="list-style-type: none"> ● N/A 	<u>Economics</u> <ul style="list-style-type: none"> ● N/A
<u>Health Safety and Physical Education</u> <ul style="list-style-type: none"> ● N/A 	<u>Family and Consumer Science</u> <ul style="list-style-type: none"> ● N/A 	<u>World Languages</u> <ul style="list-style-type: none"> ● N/A
<i>Goals and Objectives:</i>		
<ul style="list-style-type: none"> ● Students will be able to identify and discuss various types of water environments: watersheds, wetlands, ponds ● Students will be able to identify and discuss living things found in water environments: wetlands, ponds ● Students will be able to identify and describe plants that are found in wetlands and ponds ● Students will be able to discuss why animals and plants need watersheds and wetlands 		

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- Students will be able to identify needs of living things: food, water, space, shelter
- Students will be able to compare and contrast differences among living things

Overview of Integrated Activities:

<p>Reading: Messages about life at the pond; ponds around the world, plant life at the pond, bugs at the pond, visitors to the pond Identify what a habitat is; components: food, water, shelter, space Introduce the term lentic Introduce needs of living things</p> <p>Journal Writing: At our pond, we see... In our pond, I have seen...</p> <p>Vocabulary pond: Pond, frog, turtle, Polliwog, Cattail, Winddance, Springhouse, food, water, shelter, space, lentic Students will choose vocabulary words, write sentences and illustrate</p> <p>Play sounds of the pond game</p> <p>Compare and contrast sights at different ponds</p>	<p>Discussions: Members of the pond community What we see at the pond What lives at the pond Ponds near our homes How ponds form What we need/want What living things need to survive How ponds are formed Watersheds Water flow downhill (right outside classroom door, if rains/raining)</p> <p>Students will cut out pictures from magazines illustrating their own food, water, shelter, space sources</p> <p>Weekly hike: visiting various ponds of Schuylkill Center</p> <p>Begin temperature tracking at Polliwog</p> <p>Technology: Kidspiration: "Life at the Pond"</p> <p>Art: In The Small, Small Pond; Drawing, paper collage pop ups</p>
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Assessment

<ul style="list-style-type: none"> • Students will discuss and write about various types of water environments: wetlands, watersheds, ponds • Students will write about and illustrate living things found in the pond • Students will identify and describe various living things and the needs of each of those living thing 	<ul style="list-style-type: none"> • Students will illustrate plants found in ponds • Students will write and illustrate why animals and plants live in various water environments • Students will compare and contrast various living things
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Resources

<p><u>A Freshwater Pond</u> by Adam Hibbert <u>One Small Square in a Pond</u> by Donald M. Silver <u>Around the Pond</u> by Lindsay Barrett George <u>In the Pond</u> by Ermanno Cristini and Luigi Puricelli <u>Lakes, Ponds, and Temporary Pools</u> by David Josephs <u>Pond Life</u> (A New True Book)</p> <p>REEP: Regional Environmental Education Program:</p>	<p>SCEE Partner, Mrs. Morgan</p> <p>Freshwater Pond Coloring Book Wetlands Plants and Animals Coloring Book Pictures of animals that may live/visit the pond: frog, turtles, dragonflies, raccoons, snakes Polliwog, Springhouse, Cattail and Winddance ponds</p>
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<p>Living vs. non-living Habitats</p> <p><u>Leapfrogging Through Wetlands</u> by Anderson, Field, & Stephenson</p> <p>Explore-a-pond website: http://www.uen.org/utahlink/pond/</p>	<p>Project Learning Tree: Water Wonders (water cycle information and water source facts)</p> <p>Project WILD: What's That, Habitat?</p> <p>Pond information: http://www.aquahabitat.com/ponds.lakes.ed.html</p>
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