

Teacher/Grade: K.Langdon	Topic: Wetlands	Month/Time span: February
<b>EIC Curriculum Map</b>		

*Pennsylvania Academic Standards:*

<u>Environment &amp; Ecology</u>		<u>Reading, Writing, Speaking &amp; Listening</u>	
<ul style="list-style-type: none"> <li>• 4.1.4A</li> <li>• 4.1.4B</li> <li>• 4.1.4C</li> <li>• 4.3.4C</li> <li>• 4.4.4A</li> <li>• 4.8.4C</li> </ul>		<ul style="list-style-type: none"> <li>• 1.1.5A,B&amp;D</li> <li>• 1.3.5A</li> <li>• 1.4.5B</li> <li>• 1.8.5A,B,D</li> </ul>	
<u>Science &amp; Technology</u>		<u>Math</u>	
<ul style="list-style-type: none"> <li>• 3.5.4D</li> <li>• 3.3.4A</li> <li>• 3.7.4D</li> </ul>		<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<u>Civics &amp; Government</u>	<u>Geography</u>	<u>Arts and Humanities</u>	
• N/A	• N/A	• N/A	
<u>History</u>	<u>Career Education and Work</u>	<u>Economics</u>	
• N/A	• N/A	• N/A	
<u>Health Safety and Physical Education</u>	<u>Family and Consumer Science</u>	<u>World Languages</u>	
• N/A	• N/A	• N/A	

*Goals and Objectives:*

<p>4.1.4(A) Understanding water cycles</p> <p>4.1.4(B) Recognize the role of a watershed and wetlands</p> <p>4.1.4(C) Locate the physical factors of a wetland</p> <p>4.3.4(C) Biodiversity within a wetland</p> <p>4.4.4(A) Understand that living things are dependent upon nonliving things in the environment for survival</p> <p>4.8.4(C) Explain how human activities may change the environment</p> <p>3.5.4(D) Recognize the earth's water resources</p> <p>3.3.4(A) Identify living forms</p> <p>3.7.4(D) Use basic computer software</p> <p>1.1.5(A,B&amp;D) Establish a purpose for reading a type of text, identifying basic facts/ideas</p> <p>1.3.5(A) Read and analyze literature</p> <p>1.4.5(B) Write multi-paragraph informational pieces</p> <p>1.8.5(A,B,D) Select and refine a topic for research</p>
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*Overview of Integrated Activities:*

<ul style="list-style-type: none"> <li>• Introduce and discuss the essential question “ What is a wetland?” (definition, how they are created, different types, importance etc.)</li> <li>• Collaboratively, complete chart within Wetland Ecosystems I focusing on types of wetlands and animal/plant species that live there.</li> <li>• Cooperatively and independently complete the Wetland Ecosystem I booklet</li> <li>• Hike to the wetlands located at the Schuylkill Center. Record what they discovered at the local wetlands(saw, heard, smelled, etc.) Share with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a multi-paragraph “How-To” essay explaining the steps in making a wetlands.</li> <li>• Individually complete the Webquest “Wetlands in Danger”</li> <li>• Write a persuasive essay based on information from the webquest, convincing a park ranger to stop selling the wetlands.</li> <li>• As a whole class, travel to the Wetlands in Tinnicum.</li> </ul>
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*Assessment*

<p>1.4.5(B) 4.1.4(B) 4.1.4(C) Write a multi paragraph journal response based on what they observed at the local wetlands.</p> <p>1.3.5(A) 1.1.5(A,B&amp;D) 4.1.4(B) 4.1.4(C) 4.4.4(A) Read and respond to prompts, questions, and cues located within the Wetland</p>	<p>3.5.4(D) 4.1.4(B) 4.1.4(C) 3.3.4(A) 1.4.5(B) 4.8.4(C) 1.8.5(A,B,D) 3.7.4(D) Complete the webquest “Wetlands in Danger” and compose a multi-paragraph persuasive essay arguing to keep the wetlands.</p>
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Ecosystems I learning guide.	
<i>Resources</i>	
<a href="http://ed.fnal.gov/linc/fall96/projects/kusterbo/student.htm">http://ed.fnal.gov/linc/fall96/projects/kusterbo/student.htm</a>  <a href="http://www.greenwing.org/dueducator">http://www.greenwing.org/dueducator</a>  <i>Wetlands Ecosystem I student manual</i>  <i>WOW! The Wonders of Wetlands, an Educator's Guide</i>  <i>Living In Water</i> An Aquatic Science Curriculum	