

Teacher/Grade: K.Langdon 4	Topic: Exploring our Watersheds and Regions of the US	Month/Time span: Sept. to Oct.
----------------------------	---	--------------------------------

Pennsylvania Academic Standards:

<u>Environment & Ecology</u>		<u>Reading, Writing, Speaking & Listening</u>	
<ul style="list-style-type: none"> 4.1.4.A,B,C 4.3.4C 4.4.4 A 4.7.4 A,B 		<ul style="list-style-type: none"> 1.1.5A,B,D,H 1.4.5B 1.6.5A 	
<u>Science & Technology</u>		<u>Math</u>	
<ul style="list-style-type: none"> 3.5.4D 3.3.4A 		<ul style="list-style-type: none"> N/A 	
<u>Civics & Government</u>	<u>Geography</u>	<u>Arts and Humanities</u>	
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> 7.1.5A 7.3.5A 	<ul style="list-style-type: none"> N/A 	
<u>History</u>	<u>Career Education and Work</u>	<u>Economics</u>	
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	
<u>Health Safety and Physical Education</u>	<u>Family and Consumer Science</u>	<u>World Languages</u>	
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	

Goals and Objectives:

- 4.1.4(A,B,C) Explore physical properties of water, the water cycle, and the watershed.
- 4.3.4(C) , 3.3.4(A) Identify the macro-invertebrates living in our watershed
- 4.4.4(A) Understand how living things are dependent on nonliving things in the environment.
- 4.7.4(A) Identify differences in living things
- 4.7.4(B) Understand the importance for survival.
- 3.5.4(D) Recognize the Earth's water sources
- 1.1.5(A,B,&D) Read and interpret history texts based on regions of the US.
- 1.4.5(B) Write informational piece.
- 1.6.5(A) Present orally to an audience.
- 7.1.5(A) Locate regions/states on a map.
- 7.3.5(A) Recognize human characteristics of regions.

Overview of Integrated Activities:

- Create a water cycle booklet complete with the function, vocabulary, physical states/properties of water.
- Explore the local watershed- note physical features of the land and location, biotics vs. abiotics
- Collaboratively create a model of a watershed.
- Perform water quality tests and study the health of water at Smith's Run (DO, nitrates, phosphates, pH, temperature, and turbidity)
- Using a map, and breaking the nation into regions, locate watersheds in each region of the United States and research how they work together.
- Work in groups to study and orally present information regarding a state from each region in the US to the class. (record state, capitol, population, location, waterways, agriculture, industry, natural resources, etc.)

Assessment

- 4.1.4(A,B,C) Perform tests on streams and record observations.
- 4.1.4(A,B,C) 3.5.4(D) Sketch appearance of water under various conditions.
- 4.1.4(A,B,C) Complete water cycle diagram.
- 4.1.4(A,B,C) Create a watershed map and watershed model.
- 4.3.4(C) , 3.3.4(A) Draw and record 3 plants/3 animals seen on trail to watershed.
- 1.6.5(A) 4.1.4(A,B,C) Present and explain water quality results from Smith's Run to an audience.
- 7.1.5(A) Locate regions and states on a map.
- 7.3.5(A) 7.1.5(A) 1.1.5(A,B,&D) Research and record information of state/region on fact sheet.
- 1.6.5(A) Orally present state information to class.
- Listen and record facts of states in 'State's Guide'

Resources

Teacher/Grade: K.Langdon 4	Topic: Exploring our Watersheds and Regions of the US	Month/Time span: Sept. to Oct.
----------------------------	---	--------------------------------

<ul style="list-style-type: none">• <i>A Drop Around the World</i> McKinney & Maydak, Dawn• <i>Protecting Our Watersheds</i>• <i>History Alive!</i>• <i>Watersheds, A Practical Handbook for Healthy Water</i> Clive Dobson & G.G Beck	
---	--