|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | |
| **Teachers: Maripat Bannister, Michelle Miller** | | | | | | | | **Duration:** |
| **Subject/Course: Science/Social Studies** | | | | **School: Miwok Valley Charter School** | | | | **Grade Level: 1** |
| **Collaborating Organizations:** | | | | | | | | |
|  | | | | | | | | |
| **Standards Met**  (NGSS, CCSS, or otherwise) Please include full text of standards. | NGSS: LS1.A. **Structure and Function:** All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.  CA History/Social Science Standards: **1.2 (1)** Locate on maps and globes their community, California, the United States, the seven continents, and the four oceans. **1.2 (2)** Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. **1.2 (3)** Construct a simple map, using cardinal directions and map symbols. **1.2 (4)** Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. | | | | | | | |
| **Project Summary**  (include student role, issue, problem or challenge, action taken, and purpose/beneficiary) | Our first graders will learn what a watershed is, and specifically learn about the water, plants, and animals of Shollenberger Park in the Petaluma River Watershed. Students will learn about adaptations of some of the birds and plants of Shollenberger. Students will learn that people and animals depend on natural systems (Principal l of the California Education and Environment Initiative), and that people influence natural systems (Principal ll of the California Education and Environment Initiative). Students will use books, the internet, and field trips to gather information to use in a piece of informational writing and a presentation about the plants and animals of the Shollenberger wetland and/or the Petaluma River Watershed. | | | | | | | |
| **Essential Question**  Question students will explore throughout the course of the unit. | What is a watershed? Who and what depend upon its resources? What are the boundaries of the Petaluma River Watershed and where are our school and Shollenberger Park located within it? What are the plants and animals that live in Shollenberger Park? How does human activity help/hurt the health of our watershed? What can first graders do to help keep our watershed healthy? | | | | | | | |
| **Key Learning Objectives and Assessments**  Concrete objectives for student skill building and comprehension and how these will be measured. | Learning Objective | | | | Assessment | | | |
| Students will define the terms: watershed, wetland, watercycle, map, natural resource, predator, prey, recreation, and other related terms. | | | |  | | | |
| Students will use books, internet, field research, and other sources to research the plants and animals of Shollenberger, and the Petaluma River Watershed to write and illustrate an informational piece. | | | |  | | | |
| Students will create a map showing the Petaluma River Watershed. | | | |  | | | |
| Students will present their learning to other students and parents | | | |  | | | |
| **Orientation** | In-Class Visit | Yes,  please | Field Trip to River Heritage Center | Yes,  please | Other:  Field Trip to Shollenberger Park | TBD | If other, describe in timeline how you will meet entry activity requirements | |
| **Making Products Public**  Include how student work will be shared with community members and/or organizations, who students will engage with during/at end of project, and which product(s) will be presented at the Watershed Classroom Student Showcase. | Students will present what they have learned by reading their informational papers to their parents and other students, and by showing their maps and artwork to other students and parents. When we determine which community partners will be involved, we will also invite them to our presentations. We will also ask Copperfields to display our “Birds of Shollenberger” artwork. | | | | | | | |
|  | | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PROJECT TIMELINE | | | | |
| Please list all activities which are part of the unit in the order they will be implemented. Timeline must include pre and post-assessments, other in-class assessments, an entry activity, at least three outdoor fieldwork activities, a plan for participation in the student showcase, and any other supporting activities and classwork. | | | | |
| **Activity** | **Type of Activity**  (Field Work, In-Class, Presentation, Assessment) | **Description** | **Resources Needed** | **Exact or**  **Approximate Dates** |
| *Name the activity* | ***Field Work:*** *Any hands-on outdoor lesson or field trips*  ***In-Class:*** *Any in-class activity or project*  ***Presentation:*** *Any activity during which students share their work with each other or an outside audience*  ***Assessment:*** *Any written or oral exams given to assess student understanding and knowledge* | *A thorough outline of the activity.* | *All reading materials, activity materials and equipment, transportation, third party help, or other resources needed to make the activity possible.* | *Please be as specific as possible so that we best know when to reach out with resources and tools to aid in implementation. Exact dates will be emitted from publicly shared version to protect student privacy.* |
| Orientation |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Please add more rows if needed. (Right click in last box, “Insert Row Below”)

|  |
| --- |
| **Other Notes:** |