

## 4.1.4 Wetlands and Watersheds

		<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>A</b>	<p><b>Identify various types of water environments</b></p> <p>Identify the lotic system (e.g. creeks, rivers, streams)</p> <p>Identify the lentic system (e.g. ponds, lakes, swamps)</p>	<p>Identify the lotic system (e.g. creeks, rivers, streams) I</p> <p>Identify the lentic system (e.g. ponds, lakes, swamps) I</p>			<p>Identify the lotic system (e.g. creeks, rivers, streams)</p> <p>Identify the lentic system (e.g. ponds, lakes, swamps). P</p>	<p>Identify the lotic system (e.g. creeks, rivers, streams)</p> <p>Identify the lentic system (e.g. ponds, lakes, swamps). P</p>
<b>B</b>	<p><b>Explain the differences between moving and still water</b></p> <p>Explain why water moves or does not move.</p> <p>Identify types of precipitation.</p>				<p>Explain why water moves or does not move. P</p> <p>Identify types of precipitation. P</p>	<p>Explain why water moves or does not move. P</p> <p>Identify types of precipitation. P</p>
<b>C.</b>	<p><b>Identify living things found in water.</b></p> <p><i>Identify fish insects and amphibians that are found in fresh water.</i></p> <p><i>Identify plants found in fresh water.</i></p>	<p>Identify fish insects and amphibians that are found in fresh water. I</p>	<p>Identify fish insects and amphibians that are found in fresh water. <b>(especially fish and turtles)</b> I</p>		<p>Identify fish insects and amphibians that are found in fresh water. P</p> <p>Identify plants found in fresh water. I</p>	<p>Identify plants found in fresh water. P</p>

<p><b>D</b></p>	<p><b>Identify a wetland and the plants and animals found there.</b></p> <p>Identify different kinds of wetlands.</p> <p>Identify plants and animals found in wetlands.</p> <p>Explain wetlands as habitats for plants and animals.</p>				<p>Identify different kinds of wetlands. I</p> <p>Identify plants and animals found in wetlands. I</p> <p>Explain wetlands as habitats for plants and animals. I</p>	<p>Identify different kinds of wetlands. P</p> <p>Identify plants and animals found in wetlands. P</p> <p>Explain wetlands as habitats for plants and animals. P</p>
<p><b>E</b></p>	<p><b>Recognize the impact of watersheds and wetlands on animals and plants.</b></p> <p>Explain the role of watersheds in everyday life.</p> <p>Identify the role of watersheds and wetlands for plants and animals.</p>				<p>Explain the role of watersheds in everyday life. I</p> <p>Identify the role of watersheds and wetlands for plants and animals. I</p>	<p>Explain the role of watersheds in everyday life. P</p> <p>Identify the role of watersheds and wetlands for plants and animals. P</p>

## 4.2.4 Renewable and Nonrenewable Resources

Resources	Grade K	Grade 1	Grade 2	Grade 3	Grade 4
<p>A</p> <p><b>Identify needs of people.</b></p> <p>Explain air, water and nutrient cycles.</p>	<p>Explain air, water and nutrient cycles. I</p>		<p>Explain air, water and nutrient cycles. P in water cycle only</p> <p>Identify how the environment provides for the needs of people. I</p>	<p>Identify plants, animals, water, air, minerals and fossil fuels as natural resources. I</p> <p>Explain air, water and nutrient cycles. P</p> <p>Identify how the environment provides for the needs of people. P</p>	<p>Identify plants, animals, water, air, minerals and fossil fuels as natural resources. P</p>
<p>B</p> <p><b>Identify products derived from natural resources.</b></p> <p>Identify by-products of plants and animals.</p> <p>Identify products made from trees.</p> <p>Identify the sources of manmade products (e.g., plastics, metal, aluminum, fabrics, paper, and cardboard).</p>	<p>Identify by-products of plants and animals. I</p> <p>Identify products made from trees. I</p> <p>Identify the sources of manmade products (e.g., plastics, metal, aluminum, fabrics, paper, and cardboard). I</p>				<p>Identify by-products of plants and animals. P</p> <p>Identify products made from trees. P</p> <p>Identify the sources of manmade products (e.g., plastics, metal, aluminum, fabrics, paper, and cardboard). P</p>
<p>C</p> <p><b>Know that some natural resources have limited life spans.</b></p> <p>Identify renewable and nonrenewable resources used in the local community.</p>			<p>Identify renewable and nonrenewable resources used in the local community. I</p>	<p>Identify renewable and nonrenewable resources used in the local community. P</p>	<p>Identify renewable and nonrenewable resources used in the local community. P</p>

	<p>Identify various means of conserving natural resources.</p> <p>Know that natural resources have varying life spans.</p>			<p>Identify various means of conserving natural resources. I</p> <p>Know that natural resources have varying life spans. I</p>	<p>Identify various means of conserving natural resources. P</p> <p>Know that natural resources have varying life spans. P</p>	<p>Identify various means of conserving natural resources. P</p> <p>Know that natural resources have varying life spans. P</p>
D	<p><b>Identify by-products and their use of natural resources.</b></p> <p>Understand the waste stream.</p> <p>Identify those items that can be recycled and those that cannot.</p> <p>Identify use of reusable products</p> <p>Identify the use of compost, landfills and incinerators.</p>	<p>Understand the waste stream. I (Health)</p> <p>Identify those items that can be recycled and those that cannot. I (Health)</p> <p>Identify use of reusable products. I (Health)</p> <p>Identify the use of compost, landfills and incinerators. I (Health)</p>	<p>Understand the waste stream. I (Health)</p> <p>Identify those items that can be recycled and those that cannot. I (Health)</p> <p>Identify use of reusable products. I (Health)</p> <p>Identify the use of compost, landfills and incinerators. I (Health)</p>	<p>Understand the waste stream. P (Health)</p> <p>Identify those items that can be recycled and those that cannot. P (Health)</p> <p>Identify use of reusable products. P (Health)</p> <p>Identify the use of compost, landfills and incinerators. P (Health)</p>	<p>Understand the waste stream. P (Health)</p> <p>Identify those items that can be recycled and those that cannot. P (Health)</p> <p>Identify use of reusable products. P (Health)</p> <p>Identify the use of compost, landfills and incinerators. P (Health)</p>	<p>Understand the waste stream. P (Health)</p> <p>Identify those items that can be recycled and those that cannot. P (Health)</p> <p>Identify use of reusable products. P (Health)</p> <p>Identify the use of compost, landfills and incinerators. P (Health)</p>

### 4.3.4 Environmental Health

	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	
A	<p><b>Know that plants, animals and humans are dependent on air and water.</b></p> <p>Know that all living things need air and water to survive.</p> <p>Describe potentially dangerous pest controls used in the home.</p> <p>Identify things that cause sickness when put into the air, water or soil.</p> <p>Identify different areas where health can be affected by air, water, or land pollution.</p> <p>Identify actions that can prevent or reduce waste pollution.</p>	<p>Know that all living things need air and water to survive. I</p> <p>Describe potentially dangerous pest controls used in the home. I</p> <p>Identify actions that can prevent or reduce waste pollution. I</p>	<p>Know that all living things need air and water to survive. I</p> <p>Identify actions that can prevent or reduce waste pollution. I</p>	<p>Know that all living things need air and water to survive. I</p> <p>Identify actions that can prevent or reduce waste pollution. I</p>	<p>Know that all living things need air and water to survive. P (Health)</p> <p>Describe potentially dangerous pest controls used in the home. P (Health)</p> <p>Identify things that cause sickness when put into the air, water or soil. P (Health)</p> <p>Identify different areas where health can be affected by air, water, or land pollution. P (Health)</p> <p>Identify actions that can prevent or reduce waste pollution. P (Health)</p>	<p>Know that all living things need air and water to survive. P (Health)</p> <p>Describe potentially dangerous pest controls used in the home. P (Health)</p> <p>Identify things that cause sickness when put into the air, water or soil. P (Health)</p> <p>Identify different areas where health can be affected by air, water, or land pollution. P (Health)</p> <p>Identify actions that can prevent or reduce waste pollution. P (Health)</p>
B	<p><b>Identify how human actions affect environmental health.</b></p> <p>Identify pollutants.</p> <p>Identify sources of pollution.</p> <p>Identify litter and its effect on the environment.</p>	<p>Identify litter and its effect on the environment. I – Earth Day Activities</p>	<p>Identify pollutants. I – Earth Day Activities</p> <p>Identify sources of pollution. I – Earth Day Activities</p> <p>Identify litter and its effect on the environment. I – Earth Day Activities</p>	<p>Identify litter and its effect on the environment. P – Earth Day Activities</p>	<p>Identify pollutants. P</p> <p>Identify sources of pollution. P</p>	<p>Identify pollutants. P</p> <p>Identify sources of pollution. P</p>

	Describe how people can reduce pollution.	Describe how people can reduce pollution. I – Earth Day Activities	Describe how people can reduce pollution. I – Earth Day Activities	Describe how people can reduce pollution. P – Earth Day Activities		
C	<p><b>Understand that the elements of natural systems are interdependent.</b></p> <p>Identify some of the organisms that live together in an ecosystem.</p> <p>Understand that the components of a system all play a part in a healthy natural system.</p> <p>Identify the effects of a healthy environment on the ecosystem.</p>	<p>Identify some of the organisms that live together in an ecosystem. I</p> <p>Understand that the components of a system all play a part in a healthy natural system. I</p> <p>Identify the effects of a healthy environment on the ecosystem. I</p>	<p>Identify some of the organisms that live together in an ecosystem. I</p> <p>Understand that the components of a system all play a part in a healthy natural system. I</p> <p>Identify the effects of a healthy environment on the ecosystem. I</p>	<p>Identify some of the organisms that live together in an ecosystem. I</p> <p>Understand that the components of a system all play a part in a healthy natural system. I</p> <p>Identify the effects of a healthy environment on the ecosystem. I</p>	<p>Identify some of the organisms that live together in an ecosystem. P</p> <p>Understand that the components of a system all play a part in a healthy natural system. P</p> <p>Identify the effects of a healthy environment on the ecosystem. P</p>	<p>Identify some of the organisms that live together in an ecosystem. P</p> <p>Understand that the components of a system all play a part in a healthy natural system. P</p> <p>Identify the effects of a healthy environment on the ecosystem. P</p>

<b>4.4.4 Agriculture and Society</b>						
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	
<b>A</b>	<p><b>Know the importance of agriculture to humans.</b></p> <p>Identify people's basic needs.</p> <p>Know how people depend on agriculture.</p> <p>Explain the influence of agriculture on food, clothing, shelter and culture from one area to another.</p>	<p>Identify people's basic needs. I</p> <p>Know how people depend on agriculture. I</p> <p>Explain the influence of agriculture on food, clothing, shelter and culture from one area to another. I</p>		<p>Identify people's basic needs. P</p> <p>Know how people depend on agriculture. P</p> <p>Explain the influence of agriculture on food, clothing, shelter and culture from one area to another. P</p> <p>(New for 2<sup>nd</sup> grade, providing Project Food, Land and People.)</p>		
<b>B</b>	<p><b>Identify the role of the sciences in Pennsylvania agriculture.</b></p> <p>Identify common animals and plants found on Pennsylvania farms.</p> <p>Identify the parts of important agricultural related plants (i.e., corn, soybeans, barley).</p> <p>Identify a fiber product from Pennsylvania farms.</p>	<p>Identify common animals and plants found on Pennsylvania farms. I</p> <p>Identify the parts of important agricultural related plants (i.e., corn, soybeans, barley). I</p> <p>Identify a fiber product from Pennsylvania farms. I</p>		<p>Identify common animals and plants found on Pennsylvania farms. P</p> <p>Identify the parts of important agricultural related plants (i.e., corn, soybeans, barley). P</p> <p>Identify a fiber product from Pennsylvania farms. P</p> <p>(Potato and Farm Visit)</p> <p>(New for 2<sup>nd</sup> grade, providing Project Food, Land and People.)</p>		

<p>C</p>	<p><b>Know that food and fiber originate from plants and animals.</b></p> <p>Define and Identify food and fiber.</p> <p>Identify what plants and animals need to grow.</p> <p>Identify agricultural products that are local and regional.</p> <p>Identify an agricultural product based on origin.</p> <p>Describe several products and tell their origins.</p> <p>Describe the journey of a local agricultural product from production to the consumer.</p>	<p>Identify agricultural products that are local and regional. I (apple orchard and packing house)</p>		<p>Define and Identify food and fiber. I</p> <p>Identify what plants and animals need to grow. I</p> <p>Identify agricultural products that are local and regional. I</p> <p>Identify an agricultural product based on origin. I</p> <p>Describe several products and tell their origins. I</p> <p>Describe the journey of a local agricultural product from production to the consumer. I</p>	<p>Define and Identify food and fiber. P</p> <p>Identify what plants and animals need to grow. P</p> <p>Identify agricultural products that are local and regional. P</p> <p>Identify an agricultural product based on origin. P</p> <p>Describe several products and tell their origins. P</p> <p>Describe the journey of a local agricultural product from production to the consumer. P</p> <p>Describe the journey of a local agricultural product from production to the consumer. P (Step by Step Lesson from Food, Land and People)</p>	<p>Identify agricultural products that are local and regional. P (Social Studies)</p> <p>Identify an agricultural product based on origin. P (Social Studies)</p>
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D	<p><b>Identify technology and energy use associated with agriculture.</b></p> <p>Identify the various tools and machines necessary to farming.</p> <p>Identify the types of energy used in producing food and fiber.</p> <p>Identify tools and machinery used in the production of agricultural products.</p>			<p>Identify the various tools and machines necessary to farming. I</p> <p>Identify the types of energy used in producing food and fiber. I</p> <p>Identify tools and machinery used in the production of agricultural products. I (through Peanut unit)</p>		<p>Identify the various tools and machines necessary to farming. P</p> <p>Identify the types of energy used in producing food and fiber. P</p> <p>Identify tools and machinery used in the production of agricultural products. P</p>
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<b>4.5.4 Integrated Pest Management</b>						
		<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>A</b>	<p><b>Know types of pests.</b></p> <p>Identify classifications of pests.</p> <p>Identify and categorize pests.</p> <p>Know how pests fit into a food chain.</p>		<p>Identify classifications of pests. I</p> <p>Identify and categorize pests. I</p> <p>Know how pest fit into a food chain. I</p>	<p>Identify classifications of pests. I</p> <p>Identify and categorize pests. I</p> <p>Know how pest fit into a food chain. I</p>	<p>Identify classifications of pests. P</p> <p>Identify and categorize pests. P</p> <p>Know how pest fit into a food chain. P (Structure of Life unit and health class)</p>	
<b>B</b>	<p><b>Explain pest control.</b></p> <p>Know reasons why people control pests.</p> <p>Identify different methods for controlling specific pests in the home, school and community.</p> <p>Identify chemical labels (e.g., caution, poison, warning).</p>		<p>Know reasons why people control pests. I</p> <p>Identify different methods for controlling specific pests in the home, school and community. I</p> <p>Identify chemical labels (e.g., caution, poison, warning). I (Health class)</p>	<p>Know reasons why people control pests. I</p> <p>Identify different methods for controlling specific pests in the home, school and community. I</p> <p>Identify chemical labels (e.g., caution, poison, warning). I (Health class)</p>	<p>Know reasons why people control pests. P</p> <p>Identify different methods for controlling specific pests in the home, school and community. P</p> <p>Identify chemical labels (e.g., caution, poison, warning). P (Structure of Life unit and health class)</p>	
<b>C</b>	<p><b>Understand society's needs for integrated pest management.</b></p> <p>Identify integrated pest management practices in the home.</p> <p>Identify integrated pest management practices outside the home.</p>	<p>Identify integrated pest management practices in the home. I</p> <p>Identify integrated pest management practices outside the home. I</p>	<p>Identify integrated pest management practices in the home. I</p> <p>Identify integrated pest management practices outside the home. I</p>	<p>Identify integrated pest management practices in the home. P</p> <p>Identify integrated pest management practices outside the home. P</p>		

## 4.6.4 Ecosystems and their Interactions

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	
A	<p><b>Understand that living things are dependent on nonliving things in the environment for survival.</b></p> <p>Identify and categorize living and nonliving things.</p> <p>Describe the basic needs of an organism.</p> <p>Identify basic needs of a plant and an animal and explain how their needs are met.</p> <p>Identify plants and animals with their habitat and food sources.</p> <p>Identify environmental variables that affect plant growth.</p> <p>Describe how animals interact with plants to meet their needs for shelter.</p> <p>Describe how certain insects interact with soil for their needs.</p> <p>Understand the components of a food chain.</p>	<p>(A is being covered at the introductory level at K through the farm unit.)</p> <p>Identify and categorize living and nonliving things. I</p> <p>Describe the basic needs of an organism I.</p> <p>Identify basic needs of a plant and an animal and explain how their needs are met. I</p> <p>Identify plants and animals with their habitat and food sources. I</p> <p>Identify environmental variables that affect plant growth. I</p> <p>Describe how animals interact with plants to meet their needs for shelter. I</p> <p>Describe how certain insects interact with soil for their needs. I</p> <p>Understand the components of a food chain. I</p>	<p>(A is being covered at the introductory level at 1<sup>st</sup> through wetlands.)</p> <p>Identify and categorize living and nonliving things. I</p> <p>Describe the basic needs of an organism. I</p> <p>Identify basic needs of a plant and an animal and explain how their needs are met. I</p> <p>Identify plants and animals with their habitat and food sources. I</p> <p>Identify environmental variables that affect plant growth. I</p> <p>Describe how animals interact with plants to meet their needs for shelter. I</p> <p>Describe how certain insects interact with soil for their needs. I</p> <p>Understand the components of a food chain. I</p>	<p>(A is being covered at the introductory level at 2<sup>nd</sup> through backyard habitat.)</p> <p>Identify and categorize living and nonliving things. I</p> <p>Describe the basic needs of an organism. I</p> <p>Identify basic needs of a plant and an animal and explain how their needs are met. I</p> <p>Identify plants and animals with their habitat and food sources. I</p> <p>Identify environmental variables that affect plant growth. I</p> <p>Describe how animals interact with plants to meet their needs for shelter. I</p> <p>Describe how certain insects interact with soil for their needs. I</p> <p>Understand the components of a food chain. I</p>	<p>(A is being covered at the proficiency level at 3<sup>rd</sup> through watersheds.)</p> <p>Identify and categorize living and nonliving things. P</p> <p>Describe the basic needs of an organism. P</p> <p>Identify basic needs of a plant and an animal and explain how their needs are met. P</p> <p>Identify plants and animals with their habitat and food sources. P</p> <p>Identify environmental variables that affect plant growth. P</p> <p>Describe how animals interact with plants to meet their needs for shelter. P</p> <p>Describe how certain insects interact with soil for their needs. P</p> <p>Understand the components of a food chain. P</p>	<p>(A is being covered at the proficiency level at 4<sup>th</sup> through wetlands.)</p> <p>Identify and categorize living and nonliving things. P</p> <p>Describe the basic needs of an organism. P</p> <p>Identify basic needs of a plant and an animal and explain how their needs are met. P</p> <p>Identify plants and animals with their habitat and food sources. P</p> <p>Identify environmental variables that affect plant growth. P</p> <p>Describe how animals interact with plants to meet their needs for shelter. P</p> <p>Describe how certain insects interact with soil for their needs. P</p> <p>Understand the components of a food chain. P</p>

	<p>Identify a local ecosystem and its living and nonliving components.</p> <p>Identify a simple ecosystem ad its living and nonliving components.</p> <p>Identify common soil textures.</p> <p>Identify animals that live underground.</p>	<p>Identify a local ecosystem and its living and nonliving components. I</p> <p>Identify a simple ecosystem ad its living and nonliving components. I</p> <p>Identify common soil textures. I</p> <p>Identify animals that live underground. I</p>	<p>Identify a local ecosystem and its living and nonliving components. I</p> <p>Identify a simple ecosystem ad its living and nonliving components. I</p> <p>Identify common soil textures. I</p> <p>Identify animals that live underground. I</p>	<p>Identify a local ecosystem and its living and nonliving components. I</p> <p>Identify a simple ecosystem ad its living and nonliving components. I</p> <p>Identify common soil textures. I</p> <p>Identify animals that live underground. I</p>	<p>Identify a local ecosystem and its living and nonliving components. P</p> <p>Identify a simple ecosystem ad its living and nonliving components. P</p> <p>Identify common soil textures. P</p> <p>Identify animals that live underground. P</p>	<p>Identify a local ecosystem and its living and nonliving components. P</p> <p>Identify a simple ecosystem ad its living and nonliving components. P</p> <p>Identify common soil textures. P</p> <p>Identify animals that live underground. P</p>
B	<b>Understand the concept of cycles.</b>	<p>Explain the water cycle. I</p>		<p>Explain the water cycle. I</p> <p>Explain the carbon dioxide/oxygen cycle (photosynthesis). I</p>	<p>Explain the water cycle. P</p> <p>Explain the carbon dioxide/oxygen cycle (photosynthesis). P (Plant Unit)</p>	
C	<b>Identify how ecosystems change over time.</b>	<p>Identify how ecosystems change over time. I</p>	<p>Identify how ecosystems change over time. I (Seasons)</p>		<p>Identify how ecosystems change over time. P (Erosion)</p>	

<b>4.7.4 Threatened, Endangered and Extinct Species</b>						
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	
<b>A</b>	<p><b>Identify differences in living things.</b></p> <p>Explain why plants and animals are different colors, shapes and sizes and how these differences relate to their survival.</p> <p>Identify characteristics that living things inherit from their parents.</p> <p>Explain why each of the four elements in a habitat is essential for survival.</p> <p>Identify local plants or animals and describe their habitat.</p>	<p>Explain why plants and animals are different colors, shapes and sizes and how these differences relate to their survival. I</p> <p>Identify characteristics that living things inherit from their parents. I (Health class)</p> <p>Explain why each of the four elements in a habitat is essential for survival. I</p> <p>Identify local plants or animals and describe their habitat. I</p>	<p>Explain why plants and animals are different colors, shapes and sizes and how these differences relate to their survival. I</p> <p>Identify characteristics that living things inherit from their parents. I (Health class)</p> <p>Explain why each of the four elements in a habitat is essential for survival. I</p> <p>Identify local plants or animals and describe their habitat. I</p>		<p>Explain why plants and animals are different colors, shapes and sizes and how these differences relate to their survival. P</p> <p>Identify characteristics that living things inherit from their parents. P (Health class)</p> <p>Explain why each of the four elements in a habitat is essential for survival. P</p> <p>Identify local plants or animals and describe their habitat. P</p>	<p>Explain why plants and animals are different colors, shapes and sizes and how these differences relate to their survival. P</p> <p>Identify characteristics that living things inherit from their parents. P (Health class)</p> <p>Explain why each of the four elements in a habitat is essential for survival. P</p> <p>Identify local plants or animals and describe their habitat. P</p>
<b>B</b>	<p><b>Know that adaptations are important for survival.</b></p> <p>Explain how specific adaptations can help a living organism to survive.</p> <p>Explain what happens to a living thing when its food, water, shelter or space is changed.</p>	<p>Explain how specific adaptations can help a living organism to survive. I (Ecosystems unit)</p> <p>Explain what happens to a living thing when its food, water, shelter or space is changed. I (Ecosystems unit)</p>	<p>Explain how specific adaptations can help a living organism to survive. I (Ecosystems unit)</p> <p>Explain what happens to a living thing when its food, water, shelter or space is changed. I (Ecosystems unit)</p>		<p>Explain how specific adaptations can help a living organism to survive. P (Ecosystems unit)</p> <p>Explain what happens to a living thing when its food, water, shelter or space is changed. P (Ecosystems unit)</p>	<p>Explain how specific adaptations can help a living organism to survive. P (Ecosystems unit)</p> <p>Explain what happens to a living thing when its food, water, shelter or space is changed. P (Ecosystems unit)</p>

C	<p><b>Define and understand extinction.</b></p> <p>Identify plants and animals that are extinct.</p> <p>Explain why some plants and animals are extinct.</p> <p>Know that there are local and state laws regarding plants and animals.</p>	<p>Identify plants and animals that are extinct. I</p> <p>Explain why some plants and animals are extinct. I</p> <p>Know that there are local and state laws regarding plants and animals. I</p>	<p>Identify plants and animals that are extinct. I</p> <p>Explain why some plants and animals are extinct. I</p> <p>Know that there are local and state laws regarding plants and animals. I</p>	<p>Identify plants and animals that are extinct. P</p> <p>Explain why some plants and animals are extinct. P</p> <p>Know that there are local and state laws regarding plants and animals. P</p>		
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Iroquois School District – Patricia Vathis, PDE

<b>4.8.4 Humans and the Environment</b>						
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	
<b>A</b>	<p><b>Identify the biological requirements of humans.</b></p> <p>Explain how a dynamically changing environment provides for sustainability of living systems.</p> <p>Identify several ways that people use natural resources.</p>	<p>Explain how a dynamically changing environment provides for sustainability of living systems. I</p> <p>Identify several ways that people use natural resources. I</p>	<p>Explain how a dynamically changing environment provides for sustainability of living systems. I</p> <p>Identify several ways that people use natural resources. I</p>	<p>Explain how a dynamically changing environment provides for sustainability of living systems. P</p> <p>Identify several ways that people use natural resources. P (Refer to 4.6)</p>	<p>Explain how a dynamically changing environment provides for sustainability of living systems. P</p> <p>Identify several ways that people use natural resources. P (Refer to 4.6)</p>	
<b>B</b>	<p><b>Know that environmental conditions influence where and how people live.</b></p> <p>Identify how regional natural resources influence what people use.</p> <p>Explain the influence of climate on how and where people live.</p>	<p>Identify how regional natural resources influence what people use. I</p> <p>Explain the influence of climate on how and where people live. I</p>	<p>Identify how regional natural resources influence what people use. I</p> <p>Explain the influence of climate on how and where people live. I</p>	<p>Identify how regional natural resources influence what people use. P</p> <p>Explain the influence of climate on how and where people live. P</p>	<p>Identify how regional natural resources influence what people use. P</p>	
<b>C</b>	<p><b>Explain how human activities may change the environment.</b></p> <p>Identify everyday human activities and how they affect the environment.</p> <p>Identify examples of how human activities within a community affect the natural environment.</p>	<p>Identify everyday human activities and how they affect the environment. I</p> <p>Identify examples of how human activities within a community affect the natural environment. I</p>	<p>Identify everyday human activities and how they affect the environment. I</p> <p>Identify examples of how human activities within a community affect the natural environment. I</p>	<p>Identify everyday human activities and how they affect the environment. P</p> <p>Identify examples of how human activities within a community affect the natural environment. P (Refer to 4.2)</p>	<p>Identify everyday human activities and how they affect the environment. P</p> <p>Identify examples of how human activities within a community affect the natural environment. P (Refer to 4.2)</p>	
<b>D</b>	<p><b>Know the importance of natural resources in daily life.</b></p> <p>Identify items used in daily life that come from natural resources.</p>	<p>Identify items used in daily life that come from natural resources. I</p> <p>Identify ways to conserve our natural resources. I</p>	<p>Identify ways to conserve our natural resources. I</p> <p>Identify major land uses in the community. I (Social Studies)</p>	<p>Identify items used in daily life that come from natural resources. I</p> <p>Identify ways to conserve our natural resources. I</p>	<p>Identify items used in daily life that come from natural resources. P</p> <p>Identify ways to conserve our natural resources. P</p>	

Identify ways to conserve our natural resources.  Identify major land uses in the community.	Identify major land uses in the community. I (Social Studies)		Identify major land uses in the community. P (Social Studies)		
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<b>4.9.4 Environmental Laws and Regulations</b>		<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>A</b>	<p><b>Know that there are laws and regulations for the environment.</b></p> <p>Identify local and state laws and regulations regarding the environment.</p> <p>Explain how the recycling law impacts the school and home.</p> <p>Identify and describe the role of a local or state agency that deals with environmental laws and regulations.</p>	<p>Explain how the recycling law impacts the school and home. I (Refer to 4.2)</p>	<p>Explain how the recycling law impacts the school and home. P (Refer to 4.2)</p>		<p>Identify local and state laws and regulations regarding the environment. I (Refer to 4.1, 4.6, 4.7)</p> <p>Identify and describe the role of a local or state agency that deals with environmental laws and regulations. I (Refer to 4.1, 4.6, 4.7)</p>	<p>Identify local and state laws and regulations regarding the environment. P (Refer to 4.1, 4.6, 4.7)</p> <p>Identify and describe the role of a local or state agency that deals with environmental laws and regulations. P (Refer to 4.1, 4.6, 4.7)</p>

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