

# Jefferson City Public Schools–Curriculum

**SUBJECT:** Elementary

**COURSE:** EER

**STRAND:** Undersea University

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) Identify the oceans, seas and the diverse pathways water travels around the globe</p> <p><b>Performance:</b> 1.5, 1.8, 2.1  <b>Knowledge:</b> (CA) 3,4 (SC) 5  <b>CAGLE:</b> R.3.Ca,c,f-h; W.1.Aa-e (All Gr. 5)  <b>SCGLE:</b> SC5.2.Ea (Gr. 7)  <b>NETS:</b> (3-5) 1,5,8  <b>DOK:</b> 1-3</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Questions over Bill Nye video</li> <li>• Student will create a water journey trivia clue and summary card – assess using a scoring guide</li> <li>• Present clues to the class – assess using a presentation scoring guide</li> </ul>	<ul style="list-style-type: none"> <li>• Oceans and Seas handout</li> <li>• Bill Nye <i>Oceanography</i> video</li> <li>• Great Water Journeys group activity</li> </ul>
<p>(B) Learn about triops and create an ecosystem for them</p> <p><b>Performance:</b> 1.3, 2.1  <b>Knowledge:</b> (CA) 3 (SC) 7  <b>SCGLE:</b> SC4.1.A (Gr. 4); SC7.1.D (Gr. 5)  <b>NETS:</b> N/A  <b>DOK:</b> 1-3</p>	<p>Create and record journal entries of triop growth – assess using a scoring guide</p>	<ul style="list-style-type: none"> <li>• Read: <i>Triops: Your Pets from Dinosaur Days</i></li> <li>• Triops Ecosystem activity</li> </ul>
<p>(C) Understand the importance of biodiversity</p> <p><b>Performance:</b> 1.5, 1.6, 1.8, 3.1, 3.6  <b>Knowledge:</b> (CA) 1 (SC) 3,4,8  <b>CAGLE:</b> R.3.Ca-1; W.1.Aa-d (All Gr. 6)  <b>SCGLE:</b> SC4.2.Da-c (Gr. 6)  <b>NETS:</b> (3-5) 8  <b>DOK:</b> 1-3</p>	<ul style="list-style-type: none"> <li>• Two paragraph essay over the importance of biodiversity – assess using a scoring guide</li> <li>• Biodiversity sheet over Bill Nye video – assess using a scoring guide</li> <li>• Business letter to the World Wildlife Federation – assess using a scoring guide</li> </ul>	<ul style="list-style-type: none"> <li>• Bill Nye <i>Biodiversity</i> video</li> <li>• Read: <i>Extinction, What Can We Do?</i></li> <li>• Tropical Rain Forest fact sheet</li> <li>• Exploring Biodiversity activity</li> </ul>

Objectives	Assessment/Evaluation	Instructional Activities
(D) Explain and create food chains and webs  <b>Performance: 1.8, 4.1</b> <b>Knowledge: (CA) 3,6 (SC) 3,4</b> <b>CAGLE: R.3.Ca-1; W.2.A,Ba,b (Gr. 6)</b> <b>SCGLE: SC4.2.Aa,b (Gr. 6)</b> <b>NETS: (3-5) 8</b> <b>DOK: 1-2</b>	<ul style="list-style-type: none"> <li>• I Rule the World worksheet – assess using a scoring guide</li> <li>• Students create a food web from <i>Horseshoe Crabs and Shore Birds</i> – assess using a scoring guide</li> </ul>	<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>• <i>Current Science: Masters of the Sea</i></li> <li>• <i>Horseshoe Crabs and Shorebirds: The Story of a Food Web</i></li> </ul> </li> <li>• PBS Video: <i>Horseshoe Crabs and Red Plover</i></li> <li>• Gulp! Ocean Food Web game</li> </ul>
(E) Explain threats faced by sea turtles  <b>Performance: 1.2, 1.3, 1.5, 1.6, 1.8, 2.1, 3.1, 3.6-3.8, 4.1</b> <b>Knowledge: (CA) 3,4,5 (SC) 3,4,7,8</b> <b>CAGLE: R.3.Ca-1; W.2.A-E (All Gr. 5-7)</b> <b>SCGLE: SC4.1.A-D (Gr. 6)</b> <b>NETS: N/A</b> <b>DOK: 1-4</b>	<ul style="list-style-type: none"> <li>• My Life as a Sea Turtle paper – assess using a scoring guide</li> <li>• Each group presents information to the class on the sea turtle researched – assess using a presentation scoring guide</li> <li>• My Life as a Sea Turtle data analysis sheet – assess using a scoring guide</li> </ul>	<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>• <i>Into the Sea</i> by Brenda Guiberson</li> <li>• <i>Current Science: Coast Guards</i></li> </ul> </li> <li>• Threats to Sea Turtles handout</li> <li>• Divide class into 6 groups – each group reads one of the following:               <ul style="list-style-type: none"> <li>• <i>Leatherback Sea Turtle</i></li> <li>• <i>Olive Ridley Sea Turtle</i></li> <li>• <i>Kemp's Ridley Sea Turtle</i></li> <li>• <i>Hawksbill Sea Turtle</i></li> <li>• <i>Green Sea Turtle</i></li> <li>• <i>Loggerhead Sea Turtle</i></li> </ul> </li> <li>• Survivor Sea Turtle activity</li> </ul>
(F) Research an endangered marine species and develop a persuasive argument to save the species  <b>Performance: 1.1, 1.2, 1.4, 1.8, 1.10, 2.1, 3.1, 3.6, 3.8</b> <b>Knowledge: (CA) 1,3,4,6 (SC) 4</b> <b>CAGLE: R.3.Ca-1; W.2.A-E (All Gr. 5-7)</b> <b>SCGLE: SC3.1.Aa; SC4.1.A-D (All Gr. 6)</b> <b>NETS: (3-5) 1,5</b> <b>DOK: 1-4</b>	Species on the Edge Congressional Statement – assess using a scoring guide	<ul style="list-style-type: none"> <li>• Internet research on an endangered marine species</li> <li>• Species on the Edge fact card</li> </ul>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(G) Discover the relationship between water pressure and depth</p> <p><b>Performance:</b> 1.1, 1.2, 1.8, 3.1, 3.5  <b>Knowledge:</b> (CA) 1 (MA) 3,4 (SC) 7  <b>CAGLE:</b> W.3.A (Gr. 6)  <b>SCGLE:</b> SC7.1.A-D (Gr. 6)  <b>NETS:</b> N/A  <b>DOK:</b> 3</p>	<p>Lab data sheet – assess using a scoring guide</p>	<p>Pressure Streaming lab</p>
<p>(H) • Identify a diversity of issues related to ocean life  • Develop own opinions  • Design a newspaper</p> <p><b>Performance:</b> 1.1, 1.2, 1.4, 1.8, 2.1  <b>Knowledge:</b> (CA) 1,3,4 (SC) 4,8  <b>CAGLE:</b> R.3.A (Gr. 4,5); R.3.C (Gr. 4-6); W.1.Aa-e (Gr. 6)  <b>SCGLE:</b> SC4.1.C,Da-c (Gr. 6)  <b>NETS:</b> (3-5) 1,5,10  <b>DOK:</b> 1-3</p>	<ul style="list-style-type: none"> <li>• Ocean Times news assignment – assess using a scoring guide</li> <li>• Rough draft – assess using a scoring guide</li> <li>• Ocean Times news article – assess using a scoring guide</li> </ul>	<ul style="list-style-type: none"> <li>• Ocean Times newspaper assignment</li> <li>• Ocean Times planning and rough draft</li> </ul>
<p>(I) Introduction to dissection. Dissection is an important part of scientific discovery that will enable students to better understand how life works</p> <p><b>Performance:</b> 1.1-1.3  <b>Knowledge:</b> (CA) 4 (SC) 7  <b>SCCLE:</b> SC7.1.B,D (Biology I)  <b>NETS:</b> N/A  <b>DOK:</b> 1,2</p>	<p>Teacher observation</p>	<p>Dissection information and handouts</p>