Summary of Curriculum Unit Objectives

UNIT	OBJECTIVES (abridged)		
	Concepts	**Skills**	**Behaviors**
Kindergarten *Jay's Tree* Focus: Conservation	• Natural environment includes sun, air, land, water, plants, and animals. • Trees provide many uses and benefits, including wood and paper products. • Wasting paper and littering can harm the environment.	• Observe, ask questions about, and describe elements of the natural environment. • Construct explanations for why each element of the natural environment is important. • Ask questions and make observations to determine which products are made from trees. • Use cause and effect relationships to distinguish between behaviors that save paper and keep the environment clean and litter-free and those that do not. • Construct explanations for why people should save paper and keep the environment clean. • Communicate solutions for wasting paper and littering.	• Use only as much paper and paper products as you really need. • Put all trash in trashcans; do not litter. • Recycle paper. • Use only as much water as needed.
Grade 1 *Bernie the School Bus* Focus: Conservation	• Everything comes from the environment. • The natural environment provides valuable resources for us to live. • We waste natural resources in many ways in our homes. • Wasting natural resources is not good for the environment. • We can conserve natural resources and produce less waste in many ways.	• Make observations and analyze patterns to identify the natural resource bases of various products. • Analyze system models to understand how we use natural resources in the designed world. • Use cause and effect relationships to distinguish between behaviors that conserve natural resources and those that waste resources. • Construct explanations and engage in argument from evidence as to why conserving natural resources is good for the environment.	• Use only as many paper products as you really need. • Turn off lights, televisions, and other appliances when they are not being used. • Turn off water faucets when the water is not being used. • Close doors and windows when heat or air conditioning is on. • Put trash in trashcans; recycle; do not litter.

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Grade 2 *The Rascals* Focus: Waste Reduction	• We use natural resources to make many products. • When we bury our trash in landfills, the natural resources are lost and cannot be used again. • We can reduce the amount of trash we produce in many ways. • Recycling paper, metal, glass, plastic, and yard waste conserves natural resources, saves energy, saves land, and reduces pollution.	• Ask questions, make observations, and analyze patterns to identify the natural resource bases of various products • Observe and analyze patterns and distinguish between renewable and nonrenewable resources. • Analyze system models to understand how we use natural resources in the designed world. • Use observation and analysis of matter cycles to determine what can be recycled. • Use cause and effect relationships to determine behaviors that help reduce trash. • Engage in argument from evidence to explain why reducing trash is good for the environment. • Communicate solutions to reduce the amount of trash we produce and the natural resources we waste.	• Use reusable rather than disposable products. • Reuse items or give them away rather than throw them away. • Recycle paper, metal, glass, and plastic items. • Turn off electrical appliances and water faucets when they are not being used. • Put trash in trashcans; do not litter.
Grade 3 *Trashbot* Focus: Pollution Control	• Producing, distributing, consuming, and disposing of products all create waste. • Waste goes into our water, onto our land, and into our air. • Waste can and does pollute the environment. • All of us can help create less pollution.	• Record observations and analyze data to compare and contrast the designed world and the natural environment. • Analyze system models to identify patterns and structures to understand how we use natural resources in the designed world. • Analyze systems and cycles and use cause and effect relationships to explain of ways that air, water, and soil can become polluted. • Use observations, prior knowledge, and text information to describe the consequences of pollution. • Engage in argument from evidence to explain why minimizing pollution and conserving natural resources are good for the environment. • Communicate solutions to reduce the amount of pollution we produce.	• Walk or bike or skate when possible instead of going in cars. • Carpool or take public transportation when possible. • Dispose of all trash, including hazardous wastes, properly. • Create less waste by reducing, reusing, and recycling. • Conserve energy, water, paper, and other resources.

MINI UNIT	OBJECTIVES *(abridged)*		
	Concepts	**Skills**	**Behaviors**
Grades 4/5 *Waste Invaders* Focus: Waste Reduction	• The Earth is a beautiful place that provides natural resources that people use to live and to make a lot of products. • People create a lot of waste, including solid waste, wastewater, and air emissions. • Systems have been created to handle people's waste: sanitary landfills, waste-to-energy plants, wastewater treatment plants. • So…what's the problem? – Creating so much waste wastes natural resources. – Waste does not just go "away." – Waste can pollute the environment. – Dealing with waste costs money. • What are some solutions? – Reduce, reuse, recycle. – Balance our needs with the needs of the environment. That is, think about the Earth and the environment because what's good for the environment is good for people.	• Ask questions, make observations, and analyze patterns to identify the natural resource bases of various products. • Analyze how human activity creates wastewater, solid waste, and air emissions. • Use observations, prior knowledge, and text information to describe the consequences of waste and pollution. • Evaluate the advantages and disadvantages (costs and benefits) of behaviors that reduce waste and pollution, and develop arguments about which behaviors people should engage in. • Engage in argument from evidence to explain why minimizing waste and pollution and conserving natural resources are good for the environment. • Communicate solutions to reduce the amount of waste and pollution we produce and the natural resources we waste.	• Conserve resources, using only what is really needed (e.g., paper, plastic, water). • Choose reusable rather than disposable products when possible. • Buy products with the least amount of packaging. • Recycle paper, metal, glass, and plastic. • Buy products that are made from recycled materials and that are recyclable. • Reuse items, find other uses for them, or give them away, when possible, rather than throw them away. • Repair items instead of throwing them away and buying new ones. • Use less water. • Keep the environment clean and litter-free; be sure all non-hazardous trash ends up in a trashcan.