

Exploring Your Environment Content Standards

Level 2: Eco-Adventures

Grades 8-10

Project Area Skill refers to the subject matter based skill which youth demonstrate in relation to the correlating content standard.

Objectives:

Arts-

Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

Visual Art Benchmarks: 5-8: B

Project Area Skill: The youth will practice drawing, rubbing and sketching plants in their journal for the purpose of identifying them at another time. By doing this, the youth will understand the interconnection between science and art.

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Objectives:

Career Readiness-

1. Students will identify their career interests and aptitudes to develop an educational plan which supports personal career goals.

Benchmarks: 5-8: A,C,D; 9-12: A,E

Project Area Skill: By participating in a variety of experiments to learn about their environment the youth will learn skills and determine interests in the career field of environmental science.

2. Students will utilize and manage resources effectively to produce quality services and products.

Benchmarks: 5-8: A,B; 9-12: A,B

Project Area Skill: The youth will set goals to complete activities in the workbook within a given period of time. Furthermore, they will learn about some of the experimental methods scientists use to observe their environment.

3. Students will demonstrate the technological knowledge and skills required for future careers.

Benchmarks: 5-8: A,B,D; 9-12: A

Project Area Skill: The youth will demonstrate basic computer skills as they visit the 4-H website to learn more about their environmental studies projects. Furthermore they will create a pH tester out of cabbage juice to test various sources of water.

4. Students will develop and demonstrate responsible and ethical workplace behaviors.

Benchmarks: 5-8: A,B,C; 9-12: A,B,C

Project Area Skill: The youth will demonstrate positive behavior as they work in groups to learn about soil, water, plants, insects etc. Furthermore the youth will learn about environmental ethics and how to make the right decisions.

5. Students will develop effective leadership, interpersonal, and team skills.

Benchmarks: 5-8: B,C; 9-12: A,C

Project Area Skill: The youth will work in groups to complete various activities. They will work cooperatively and demonstrate positive interaction with each other as they explore the exciting field of environmental science.

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Objectives:

Language Arts-

- 1. Reading and Listening for Comprehension: students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

Benchmarks: 5-8: A,B,C,D; 9-12: A,B,C,D

Project Area Skill: The youth will read about topics relating to environmental science in their workbook. They will use the information they have read and apply it to their activities. Furthermore, the youth will learn and apply new vocabulary words such as biotic and community to their discussions with the group.

- 2. Writing and Speaking for Expression: students will communicate effectively through speaking and writing.**

Benchmarks: 5-8: A,B,C; 9-12: A,C

Project Area Skill: The youth will create journals and charts to record their observations and discoveries in environmental science. Furthermore the youth will learn the advantages and disadvantages of various pest controls used by farmers by writing their observations down in a chart.

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Objectives:

Math-

- 1. Measurement: students will understand measurement systems and applications.**

Benchmarks: 5-8: B

Project Area Skill: The youth will use the appropriate measurement for the activity specified. They will sample populations and record soil observations to deepen their understanding of environmental science.

- 2. Data Analysis and Probability: students will understand how to formulate questions, analyze data, and determine probabilities.**

Benchmarks: 5-8: A,B,D

Project Area Skill: The youth will record observed data in charts to make reference to as they form conclusions based on the activity. Furthermore they will calculate the percentage of metal, plastic, paper etc. they throw away in their home and record their findings in a chart provided by the activity book.

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Objectives:

Science-

Strand I: Scientific Thinking and Practice

Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically.

5-8 Benchmarks: I,II,III

9-12 Benchmarks: I,II,III

Project Area Skill: The youth will conduct several investigations dealing with soil, pollution and water pH. They will learn about the topic by reading information in the workbook, and then go about investigating the topic by recording their observations in charts. Furthermore the youth will analyze their findings by discussing the outcome with their peers and group leader.

Strand II: Content of Science

Standard II: Life Science: Understand the properties, structures, and processes of living things and the interdependence of living things and their environments.

5-8 Benchmarks: I,II

9-12 Benchmarks: I

Project Area Skill: The youth will learn about ecosystems and as they study soil, learn about the roles animals play in renewing the soil, destroying crops and living in habitats. They will engage in plant identification using resource books and their group leader. Furthermore the youth will develop a dichotomous key to help them classify organisms.

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Project Area Skill refers to the subject matter based skill which youth demonstrate in relation to the correlating content standard.

Objectives:

Social Studies-

- 2. Geography: students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.**

Benchmarks: 5-8: A; 9-12: A

Project Area Skill: The youth will learn how to read and create topographic maps. They will also learn the symbols associated with the maps and how to identify watersheds near their home and in their community.