### Performance Standards

**The students will:**

N/A

### Unit/Topic./Lesson

Studying Earth  
Introduction to environmental science.  
Planet Earth

### Objectives (Students Will Be Able To...)

- **Locate** Earth in a diagram of the solar system  
- **Identify** and **Describe** the regions of Earth in which living things are found  
- **Describe** the three main types of rock that make up the lithosphere  
- **Explain** why fresh water is a valuable resource for organisms  
- **Discuss** forces that formed the Earth.

### Essential Question

What is environmental science?

### Teacher Resources

- Scott Foresman- Environmental Science: Chapter 1  
- Chapter 1 ppt.

### Media/Technology Resources

- Power Point Presentations  
- Internet labs and resources  
- Movies/DVD’s  
  - *A Civil Action or Erin Brockovich*

### Assessments

- Chapter Vocabulary (CT, EC)  
- Chapter Questions (CT, EC)  
- Quizzes (CT, EC)

### Suggested Labs/Demonstrations/Activities

**Activity:** Biosphere organism bulletin board.
### Performance Standards

**Earth Science 3.4:** Explain how water flows into and through a watershed. Explain the roles of aquifers, wells, porosity, permeability, water table, and runoff.

**Earth Science 3.6:** Describe the rock cycle, and the processes that are responsible for the formation of igneous, sedimentary, and metamorphic rocks. Compare the physical properties of these rock types and the physical properties of common rock-forming minerals.

### Unit/Topic/Lesson

Studying Earth
Planet Earth
Planet of Life

### Objectives (Students Will Be Able To...)

- **Diagram** the layers of the atmosphere
- **Identify** and **Describe** the regions of Earth in which living things are found
- **Describe** the regions of the biosphere
- **Explain** how organisms interact with the biosphere

### Essential Question

What characteristics of earth enable it to support life?

### Teacher Resources

- Scott Foresman- Environmental Science: Chapter 1
- Bottled water ppt.
- Chapter 1 ppt.

### Media/Technology Resources

- Power Point Presentations
- Internet labs and resources
- Movies/DVD’s
  - *How the Earth was made*

### Assessments

- Lab Write up (CT, EC, PSR)
- Chapter Test (CT, EC)

### Suggested Labs/Demonstrations/Activities

- Lab: Interactive Lab- Rock Cycle
### Subject: Environmental Science  
#### Term 1  
#### Week 3  
#### Curriculum Map

<table>
<thead>
<tr>
<th>Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earth Science 3.1:</strong> Explain how physical and chemical weathering leads to erosion and the formation of soils and sediments, and creates various types of landscapes. Give examples that show the effects of physical and chemical weathering on the environment.</td>
</tr>
<tr>
<td><strong>Earth Science 3.6:</strong> Describe the rock cycle, and the processes that are responsible for the formation of igneous, sedimentary, and metamorphic rocks. Compare the physical properties of these rock types and the physical properties of common rock-forming minerals.</td>
</tr>
<tr>
<td><strong>Earth Science 3.8:</strong> Trace the development of a lithospheric plate from its growth at a divergent boundary (mid-ocean ridge) to its destruction at a convergent boundary (subduction zone). Recognize that alternating magnetic polarity is recorded in rock at mid-ocean ridges.</td>
</tr>
<tr>
<td><strong>Earth Science 3.9:</strong> Explain the relationship between convection currents in Earth’s mantle and the motion of the lithospheric plates.</td>
</tr>
<tr>
<td><strong>Earth Science 3.10:</strong> Relate earthquakes, volcanic activity, tsunamis, mountain building, and tectonic uplift to plate movements</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit/Topic/Lesson</th>
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</thead>
</table>
| Earth’s Land and Water  
The Atmosphere  
The Biosphere |

<table>
<thead>
<tr>
<th>Objectives (Students Will Be Able To...)</th>
<th>Essential Question</th>
</tr>
</thead>
</table>
| Diagram the layers of the atmosphere  
Identify and Describe the regions of Earth in which living things are found  
Describe the regions of the biosphere  
Form Opinions and viewpoints regarding Global Warming | Is Global warming a man made phenomenon? |

<table>
<thead>
<tr>
<th>Teacher Resources</th>
<th>Media/Technology Resources</th>
</tr>
</thead>
</table>
| Scott Foresman- Environmental Science: Chapter 1  
Chapter 1 ppt. | Power Point Presentations  
Internet labs and resources  
Movies/DVD’s  
*An Inconvenient Truth* |

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Suggested Labs/Demonstrations/Activities</th>
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</thead>
</table>
| Chapter Vocabulary (CT, EC)  
Chapter Questions (CT, EC)  
Lab Write up (CT, EC)  
Quizzes (CT, EC) | Lab: Global Warming Bottle Models |
<table>
<thead>
<tr>
<th>Subject: Environmental Science</th>
<th>Term 1</th>
<th>Week 4</th>
<th>Curriculum Map</th>
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<tbody>
<tr>
<td><strong>Performance Standards</strong></td>
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<tr>
<td><strong>Unit/Topic./Lesson</strong></td>
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<tr>
<td>Changes in the Biosphere</td>
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<tr>
<td>The Changing Environment</td>
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<tr>
<td><strong>Objectives (Students Will Be Able To...)</strong></td>
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<td></td>
<td><strong>Essential Question</strong></td>
</tr>
<tr>
<td>Describe ways in which the three layers of the biosphere change over time</td>
<td>Why don’t humans have a territorial range like other animals?</td>
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<tr>
<td>Explain how organisms interact with the biosphere</td>
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<tr>
<td>List and describe the basic needs of Organisms</td>
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<tr>
<td>List the levels of organization for an ecosystem</td>
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<tr>
<td>List factors that affect an area’s ability to support life</td>
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<td>Predict how changes in the environment might affect organisms</td>
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<tr>
<td><strong>Teacher Resources</strong></td>
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<td><strong>Media/Technology Resources</strong></td>
</tr>
<tr>
<td>- Scott Foresman- Environmental Science: Chapter 3</td>
<td>- Power Point Presentations</td>
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<tr>
<td>- Power point Chapter 3</td>
<td>- Internet labs and resources</td>
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<td>- Movies/DVD’s</td>
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<td></td>
<td>- <em>The Great Global Warming Swindle</em></td>
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<tr>
<td><strong>Assessments</strong></td>
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<td><strong>Suggested Labs/Demonstrations/Activities</strong></td>
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<tr>
<td>Chapter Vocabulary (CT, EC)</td>
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<td><strong>Activity: Planet Earth Jeopardy</strong></td>
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<td>Chapter Questions (CT, EC)</td>
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<td>Lab Write up (CT, EC,)</td>
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<tr>
<td>Quizzes (CT, EC)</td>
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</tbody>
</table>
**Performance Standards**

**Biology 6.3:** Use a food web to **Identify** and distinguish producers, consumers, and decomposers, and **Explain** the transfer of energy through trophic levels. **Describe** how relationships among organisms (predation, parasitism, competition, commensalism, and mutualism) add to the complexity of biological communities.

**Unit/Topic/Lesson**

Changes in the Biosphere  
The Changing Environment

<table>
<thead>
<tr>
<th>Objectives (Students Will Be Able To...)</th>
<th>Essential Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe</strong> the structure of an ecosystem</td>
<td>What are food chains and food webs, and how are they related?</td>
</tr>
<tr>
<td><strong>Relate</strong> the concept of habitat destruction to the loss of biodiversity</td>
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</tr>
<tr>
<td><strong>Identify</strong> the roles of producers, consumers, and decomposers</td>
<td></td>
</tr>
<tr>
<td><strong>Explain</strong> the concept of trophic level</td>
<td></td>
</tr>
<tr>
<td><strong>Describe</strong> food chains and food webs</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Resources**

- Scott Foresman - Environmental Science: Chapter 3  
- Power point Chapter 3

**Media/Technology Resources**

- Power Point Presentations  
- Internet labs and resources  
- Movies/DVD’s

**Assessments**

- Chapter Vocabulary (CT, EC)  
- Chapter Questions (CT, EC)  
- Quizzes (CT, EC)

**Suggested Labs/Demonstrations/Activities**

**Activity:** Food Chain Checkers
### Performance Standards

**Biology 1.1:** Recognize that biological organisms are composed primarily of very few elements. The six most common are C, H, N, O, P, and S.

**Biology 6.3:** Use a food web to **Identify** and distinguish producers, consumers, and decomposers, and **Explain** the transfer of energy through trophic levels. **Describe** how relationships among organisms (predation, parasitism, competition, commensalism, and mutualism) add to the complexity of biological communities.

**Earth Science 2.2:** **Describe** the effects on the environment and on the carbon cycle of using both renewable and nonrenewable sources of energy.

### Unit/Topic/Lesson

- **Changes in the Biosphere**
- **Needs of Organisms**
- **The Ecosystem**

<table>
<thead>
<tr>
<th>Objectives (Students Will Be Able To...)</th>
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</tr>
</thead>
</table>
| **Investigate** the movement of energy through an ecosystem  
**Define** ecological pyramid, and **Explain** its relationship to energy in an ecosystem  
**Describe** the chemical composition of the human body  
**Explain** the carbon, nitrogen and water cycles | What are food chains and food webs, and how are they related?  
What is an ecological pyramid? |

### Teacher Resources

- Scott Foresman- Environmental Science: Chapter 3  
- Power point Chapter 3

### Media/Technology Resources

- Power Point Presentations  
- Internet labs and resources  
- Movies/DVD’s

### Assessments

- Lab Write up (CT, EC)  
- Chapter Test (CT, EC)

### Suggested Labs/Demonstrations/Activities

- **Article Reading:** Biological Magnification and Pregnancy  
- **Activity:** pond food web activity
<table>
<thead>
<tr>
<th>Subject: Environmental Science</th>
<th>Term 1</th>
<th>Week 7</th>
<th>Curriculum Map</th>
</tr>
</thead>
</table>

### Performance Standards

N/A

### Unit/Topic/Lesson

Ecological Interactions  
Matter and Energy in the Ecosystem  
Roles of Living Things  
Ecosystem Structure

### Objectives (Students Will Be Able To...)

- **Describe** the concept of the niche  
- **Examine** how interactions between a species and its environment  
- **Define** a species’ niche  
- **Explain** how a species adapts to its niche  
- **Describe** convergent evolution and co-evolution, and  
- **Relate** each to the concept of niche  
- **Describe** the differences between Realized and Fundamental Niche  
- **Describe** Competitive Exclusion  
- **Describe** a keystone Predator

### Essential Question

How is a niche different from a habitat?

### Teacher Resources

- Scott Foresman- Environmental Science: Chapter 4  
- Power point on Chapter 4

### Media/Technology Resources

- Power Point Presentations  
- Internet labs and resources  
- Movies/DVD’s  
  - *Movie: Predator vs. Prey (Grizzly vs. Elk)*

### Assessments

- Chapter Vocabulary (CT, EC)  
- Chapter Questions (CT, EC)  
- Lab Write up (CT, EC)  
- Quizzes (CT, EC)

### Suggested Labs/Demonstrations/Activities

**Activity:** Current Event Article
**Performance Standards**

**Biology 5.3:** Explain how evolution through natural selection can result in changes in biodiversity through the increase or decrease of genetic diversity within a population.

**Unit/Topic/Lesson**

Interactions in the Ecosystem
Habitats and Niches

**Objectives (Students Will Be Able To...)**

- **Explain** how populations of organisms grow
- **Describe** the factors that limit the growth of a population
- **Identify** the shapes of growth curves that represent populations of different organisms.
- **Contrast** primary and secondary succession

**Essential Question**

How Quickly does ecological Succession Take Place?

**Teacher Resources**

- Scott Foresman- Environmental Science: Chapter 4
- Power point on Chapter 4

**Media/Technology Resources**

- Power Point Presentations
- Internet labs and resources
- Movies/DVD’s
  - Life After People

**Assessments**

- Chapter Vocabulary (CT, EC)
- Chapter Questions (CT, EC)
- Lab Write up (CT, EC)
- Quizzes (CT, EC)

**Suggested Labs/Demonstrations/Activities**
**Performance Standards**

**Biology 5.3:** Explain how evolution through natural selection can result in changes in biodiversity through the increase or decrease of genetic diversity within a population.

---

**Unit/Topic/Lesson**

Interactions in the Ecosystem  
Evolution and Adaptation  
Population  

---

**Objectives (Students Will Be Able To...)**

- **Explain** how populations of organisms grow  
- **Describe** the factors that limit the growth of a population  
- **Identify** the shapes of growth curves that represent populations of different organisms  
- **Define** symbiosis and **Describe** several symbiotic relationships.

**Essential Question**

What processes link the sizes of predator and prey populations?

---

**Teacher Resources**

- Scott Foresman- Environmental Science: Chapter 5  
- Power point on Chapter 5

**Media/Technology Resources**

- Power Point Presentations  
- Internet labs and resources  
- Movies/DVD’s  
  - *World in the Balance: The Population Paradox*

---

**Assessments**

- Chapter Vocabulary (CT, EC)  
- Chapter Questions (CT, EC)  
- Lab Write up (CT, EC)  
- Quizzes (CT, EC)

**Suggested Labs/Demonstrations/Activities**

**Activity:** 5.2 Deer Population
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<th>Term 2</th>
<th>Week 2</th>
<th>Curriculum Map</th>
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**Performance Standards**

*The students will:*

*N/A*

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**Unit/Topic/Lesson**

Desert and Tundra Biomes
Deserts
Formation of Deserts
Tundra

---

**Objectives (Students Will Be Able To...):**

**Describe** the characteristics of a desert
**Explain** how desert organisms are adapted to live in their environment
**Illustrate** the processes that cause deserts to form
**Describe** why the characteristics of the tundra make it a fragile ecosystem
**Compare** the characteristics of tundra organisms with those of their relatives in warmer climates

---

**Essential Question**

Is a pipeline for oil worth the environmental risks associated with it?

---

**Teacher Resources**

- Scott Foresman- Environmental Science: Chapter 7
- Power point on Chapter 7

---

**Media/Technology Resources**

- Power Point Presentations
- Internet labs and resources
- Movies/DVD’s
  - *Planet Earth - Deserts*

---

**Assessments**

- Chapter Vocabulary (CT, EC)
- Chapter Questions (CT, EC)
- Lab Write up (CT, EC)
- Quizzes (CT, EC)

---

**Suggested Labs/Demonstrations/Activities**

**Activity:** 7.1 Climatographs
Subject: Environmental Science                 Term  2             Week    3                                Curriculum Map

**Performance Standards**

*The students will:*

N/A

<table>
<thead>
<tr>
<th>Unit/Topic./Lesson</th>
<th>Grassland Biomes</th>
<th>Grasslands</th>
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<thead>
<tr>
<th>Objectives (Students Will Be Able To...)</th>
<th>Essential Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe</strong> the characteristics of grasslands</td>
<td>What are the biotic and abiotic factors that affect the growth of grasslands?</td>
</tr>
<tr>
<td><strong>Identify</strong> where grasslands are Located</td>
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<tr>
<td><strong>Compare</strong> and <strong>Contrast</strong> a steppe and a prairie</td>
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<tr>
<td><strong>Describe</strong> the importance of steppes and a prairies in agriculture</td>
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<tr>
<td><strong>Describe</strong> savannas and state where they are Located</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Resources</th>
<th>Media/Technology Resources</th>
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</thead>
<tbody>
<tr>
<td>- Scott Foresman- Environmental Science: Chapter 8</td>
<td>- Power Point Presentations</td>
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<td>- Power point on Chapter 8</td>
<td>- Internet labs and resources</td>
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<tr>
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<td>- Movies/DVD’s</td>
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<td></td>
<td>- <em>Planet Earth – Great Plains</em></td>
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<tr>
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<tbody>
<tr>
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<tr>
<td>Quizzes (CT, EC)</td>
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</tbody>
</table>
# Subject: Environmental Science | Term 2 | Week 4 | Curriculum Map

## Performance Standards

**The students will:**

- N/A

## Unit/Topic/Lesson

- Forest Biomes
- Coniferous Forests

## Objectives (Students Will Be Able To...)

- **Describe** the characteristics of the coniferous forest
- **Explain** adaptations that enable organisms to survive in coniferous forests

## Essential Question

What characterizes a coniferous forest?

## Teacher Resources

- Scott Foresman- Environmental Science: Chapter 9
- Power point on Chapter 9

## Media/Technology Resources

- Power Point Presentations
- Internet labs and resources
- Movies/DVD’s
  - *Planet Earth – Seasonal Forests*

## Assessments

- Chapter Vocabulary (CT, EC)
- Chapter Questions (CT, EC)
- Lab Write up (CT, EC)
- Quizzes (CT, EC)

## Suggested Labs/Demonstrations/Activities
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<th>Term 2</th>
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<td><strong>Performance Standards</strong></td>
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<tr>
<td><em>The students will:</em></td>
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<tr>
<td>Forest Biomes</td>
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<tr>
<td>Deciduous Forests</td>
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<td>Rain Forests</td>
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<tr>
<td><strong>Objectives (Students Will Be Able To...)</strong></td>
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<tr>
<td>Identify the characteristics of the deciduous forest</td>
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<tr>
<td>Describe the organisms that inhabit deciduous forests</td>
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<tr>
<td>Describe the characteristics of the tropical zone and of the rain forest</td>
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<tr>
<td>Illustrate the complexity and diversity of the rainforest system</td>
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<tr>
<td><strong>Essential Question</strong></td>
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<tr>
<td>What are the main causes of tropical rain forest deforestation?</td>
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<td><strong>Teacher Resources</strong></td>
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<tr>
<td>• Scott Foresman- Environmental Science: Chapter 9</td>
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<td>• Power point on Chapter 9</td>
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<tr>
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<td>• Internet labs and resources</td>
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<td>• Movies/DVD’s</td>
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<tr>
<td>• <em>Planet Earth – Jungles</em></td>
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<tr>
<td><strong>Assessments</strong></td>
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<td>Quizzes (CT, EC)</td>
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<td><strong>Suggested Labs/Demonstrations/Activities</strong></td>
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<tr>
<td><strong>Project:</strong> Biome Collage</td>
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</tbody>
</table>
**Performance Standards**

The students will:

N/A

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**Unit/Topic/Lesson**

Freshwater Biomes  
Aquatic Biomes  
Standing Water Ecosystems  
Flowing Water Ecosystems

---

**Objectives (Students Will Be Able To...)**

**Describe** the factors that characterize the various types of aquatic biomes  
**Identify** the characteristics of different types of standing water ecosystems  
**Explain** the value of wetlands and the reason for their decline  
**Describe** how abiotic factors of gravity, erosion, and sedimentation affect stream ecosystems

---

**Essential Question**

What are the characteristics that describe the 5 standing freshwater ecosystems?

---

**Teacher Resources**

- Scott Foresman- Environmental Science: Chapter 10  
- Power point on Chapter 10

---

**Media/Technology Resources**

- Power Point Presentations  
- Internet labs and resources  
- Movies/DVD’s  
  - *Planet Earth – Fresh Water*

---

**Assessments**

Chapter Vocabulary (CT, EC)  
Chapter Questions (CT, EC)  
Lab Write up (CT, EC)  
Quizzes (CT, EC)

---

**Suggested Labs/Demonstrations/Activities**
### Performance Standards

*The students will:*

N/A

### Unit/Topic/Lesson

The Marine Biome  
The World Ocean  
Neritic Zones  
Intertidal Zones

<table>
<thead>
<tr>
<th>Objectives (Students Will Be Able To...)</th>
<th>Essential Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate the major ocean zones based on their relationship with the shore</td>
<td>What are the neritic zones and why are they important as resources?</td>
</tr>
<tr>
<td>Describe the flow of water through the world ocean and the characteristics of ocean water in different parts of the world</td>
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<td>Describe the factors that define the neritic zone</td>
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<td>Compare and Contrast two types of neritic zone ecosystems</td>
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<tr>
<td>Explain the processes that contribute to the formation of salt marshes and mangrove swamps</td>
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<tr>
<td>List several human activities that damage intertidal habitats</td>
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</tbody>
</table>

### Teacher Resources

- Scott Foresman- Environmental Science: Chapter 11  
- Power point on Chapter 11

### Media/Technology Resources

- Power Point Presentations  
- Internet labs and resources  
- Movies/DVD’s  
  - *Planet Earth – Shallow Seas*
<table>
<thead>
<tr>
<th>Subject: Environmental Science</th>
<th>Term 2</th>
<th>Week 8</th>
<th>Curriculum Map</th>
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<tbody>
<tr>
<td><strong>Performance Standards</strong></td>
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<tr>
<td><em>The students will:</em></td>
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<tr>
<td><strong>Unit/Topic/Lesson</strong></td>
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<td>“Green” Practices”</td>
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<td>EPA Government Regulation</td>
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<tr>
<td>The Lorax</td>
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<tr>
<td><strong>Objectives (Students Will Be Able To...)</strong></td>
<td><strong>Essential Question</strong></td>
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<tr>
<td>Explain how Dr. Seuss’s <em>The Lorax</em> is an account of environmental irresponsibility</td>
<td>What is the secret of the Lorax and how was he taken away?</td>
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<tr>
<td><strong>Teacher Resources</strong></td>
<td><strong>Media/Technology Resources</strong></td>
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<td>- <em>The Lorax</em></td>
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<tr>
<td>Assessments</td>
<td>Suggested Labs/Demonstrations/Activities</td>
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<td>Chapter Vocabulary (CT, EC)</td>
<td><strong>Project:</strong> EPA Regulation ppt.</td>
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<td>Lab Write up (CT, EC)</td>
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<td>Quizzes (CT, EC)</td>
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