

## Conservation in Action

Goal		Standard	
<b>Language Arts</b>			
4	Listen and speak effectively in a variety of situations.	4A1a	Listen attentively by facing the speaker, making eye contact and paraphrasing what is said.
		4A1b	Ask questions and respond to questions from the teacher and from group members to improve comprehension.
		4A1c	Follow oral directions accurately.
		4A1d	Use visually oriented and auditorily based media.
		4A2a	Demonstrate understanding of the listening process (e.g. sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
		4A2b	Ask and respond to questions related to oral presentations and messages in small and large group settings.
		4A2c	Restate and carry out a variety of oral instructions
		4B1b	Participate in discussions around a common topic.
		4B2b	Use speaking skills and procedures to participate in group discussions.
5	Use the language arts to acquire, assess and communicate information.	5A1a	Identify questions and gather information.
		5C1b	Use print, nonprint, human and technological resources to acquire and use information.
<b>Math</b>			
6	Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, and division), patterns, ratios, and proportions.	6D1	Compare the numbers of objects in groups.
<b>Science</b>			
12	Understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.	12A1a	Identify and describe the component parts of living things (e.g. birds have feathers; people have bones, blood, hair, skin) and their major functions.

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		12A1b	Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone).
		12B1a	Describe and compare characteristics of living things in relationship to their environments.
		12B1b	Describe how living things depend on one another for survival.
13	Understand the relationship among science, technology, and society in historical and contemporary contexts.	13A1a	Use basic safety practices (e.g., not tasting materials without permission, “stop/drop/roll”).
		13A1c	Explain how knowledge can be gained by careful observation.
<b>Social Science</b>			
16	Understand the events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	16E1	Describe how the local environment has changed over time.
17	Understand world geography and the effects of geography on society, with an emphasis on the United States.	17B1a	Compare components of the Earth’s physical systems.
		17B1b	Describe physical components of ecosystems.
		17B2a	Describe how physical and human processes shape spatial patterns including erosion, agriculture, and settlement.
		17B2b	Explain how physical and living components interact with a variety of ecosystems including desert, prairie, flood plain, forest, tundra.
		17C1a	Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power)
		17C2c	Explain how human activity affects the environment.
<b>Physical Education/Health</b>			
19	Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.	19A1	Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.
		19B1	Understand spatial awareness and relationships to objects and people.

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		19C1	Demonstrate safe movement in physical activities.
21	Develop team-building skills by working with others through physical activity.	21A1a	Follow directions and class procedures while participating in physical activities.
		21A1b	Use identified procedures and safe practices with little or no reinforcement during group physical activities.
		21A1c	Work independently on tasks for short periods of time.
		21A2a	Accept responsibility for their own actions in group physical settings.
		21A2b	Use identified procedures and safe practices without reminders during group physical activities.
		21A2c	Work independently on task until completed
		21B1	Work cooperatively with another to accomplish an assigned task.
		21B2	Work cooperatively with a partner or small group to reach a shared goal during physical activity.
22	Understand the principles of health promotion and the prevention and treatment of illness and injury.	22C1	Identify sources and causes of environmental health risks (e.g., air, soil, water, noise, food, chemicals).
24	Promote and enhance health and well-being through the use of effective communication and decision-making skills.	24A1a	Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).
		24A1b	Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).