



## BHH Essential Learnings Assessment

Washington CSD ♦ 2006

Essential Learnings	Assessment	Assessment Resources
<ul style="list-style-type: none"> <li>❖ Students learn there are various ecosystems or landscapes across the U.S., including forest, mountain, plain, desert, swamp, ocean.</li> <li>❖ Students are introduced to relief maps.</li> </ul>	<p>Students are given an unlabeled biomes map of the U.S. and point to one area each of mountains, plains desert and forest.</p>	<p>Biomes Map</p>
<ul style="list-style-type: none"> <li>❖ Everyday objects are made from ingredients we call natural resources or raw materials.</li> <li>❖ Raw materials are found in certain places in the natural world.</li> </ul>	<p>Students are given a biomes map and two items: popsicle stick and something made of corn. Students glue each item on an area of the map in which its natural resource of origin is found.</p>	<ul style="list-style-type: none"> <li>❖ Biomes Map</li> <li>❖ Popsicle sticks (or other small wood object)</li> <li>❖ Corn product</li> </ul>
<ul style="list-style-type: none"> <li>❖ Farm, logging and mining methods of the past.</li> <li>❖ Farming methods change over time and are not the same now as they were long ago.</li> <li>❖ Inventions have made it possible for one farmer to do as much work now as it took many men to do long ago.</li> </ul>	<p>Photo analysis and time lining: Students sort photos of farming by Long Ago and Today.</p>	<p>Farming photos:</p> <ul style="list-style-type: none"> <li>❖ Hand farming</li> <li>❖ Horse farming</li> <li>❖ Tractors</li> </ul>



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<ul style="list-style-type: none"> <li>❖ When we gather natural resources, we often harm the environment in which these resources are found.</li> </ul>	<p>Photo Analysis: Students sort photos by whether or not the environment is intact or has been harmed by logging or mining.</p>	<p>Photos of:</p> <ul style="list-style-type: none"> <li>❖ Intact mountain slopes and forests.</li> <li>❖ Clearcut forests -- only stumps remaining.</li> <li>❖ Strip mined slopes.</li> </ul>
<ul style="list-style-type: none"> <li>❖ Long ago, concerned people sought ways to protect U.S. environments.</li> <li>❖ Those citizens created ways to both preserve and wisely use public lands.</li> <li>❖ Wild country can be a natural resource when left wild.</li> </ul>	<p>Students name one of the reasons wild country preserved in its wild state is valuable.</p> <p>Students name one way a person in the past sought to protect the environment. Were they successful? Why or why not?</p>	<p>Oral questions only.</p>
<ul style="list-style-type: none"> <li>❖ When we turn natural resources into products, the environment is often polluted in the process.</li> <li>❖ When people care enough and take action, they can clean-up pollution and make factories run cleaner.</li> </ul>	<p>Students name one kind of pollution – water, air or soil.</p> <p>Students are asked, once an area is polluted, can it be cleaned up? What do you base your answer on? (<i>A River Ran Wild</i> --?)</p>	<p>Oral questions only.</p>



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<ul style="list-style-type: none"><li>❖ Congress makes our national laws.</li><li>❖ After people asked the government to take action, Congress passed laws against polluting our air and water.</li></ul>	<p>Do we have laws against polluting our air and water?</p> <p>Can you think of someone that worked to make sure those laws were passed? (This is a tough question – you may prompt student by reminding them of the superheroes video.)</p>	<p>Oral questions only.</p>