

Pine Hill Public Schools Curriculum

Content Area:		Science	
Course Title/ Grade Level:		Environment	
Unit 1:	Science and the Environment	Month:	2 Weeks
Unit 2:	Tools of Environmental Office	Month:	2 Weeks
Unit 3:	The Dynamic Earth	Month:	2 Weeks
Unit 4:	Chemistry: the Organization of Life	Month:	3 Weeks
Unit 5:	The Periodic Table of Elements	Month:	1 Week
Unit 6:	Biomes	Month:	3 Weeks
Unit 7:	Chemistry: Chemical Reactions	Month:	2 Weeks
Unit 8:	Biodiversity	Month:	3 Weeks
Unit 9:	Water	Month:	3 Weeks
Unit 10:	Renewable Energy	Month:	2 Weeks
Unit 11:	The Environment and Health	Month:	2 Weeks
Unit 12:	Economics, Policy, and the Future	Month:	3 Weeks
BOE Approval Date:		August 26, 2014	

**Pine Hill Public Schools
Science Curriculum**

Unit Title: Science and the Environment		Unit # 1
Course or Grade Level: Environmental Science		Length of Time: 2 week
Pacing	September	
Essential Questions	<ul style="list-style-type: none"> -What is Environmental Science? -What are the five fields of scientific study? -What was the Agricultural Revolution? -What was the Industrial Revolution? -What are our main environmental problems? -What is Biodiversity? -How does population size effect consumption? 	
Content	<ul style="list-style-type: none"> -The goals of environmental science -Our environment through time. -Resource depletion -Data collection and organization methods - Biodiversity 	
Skills	<ul style="list-style-type: none"> -Reading Skills -Paired reading -Understanding vocabulary -Data collection and interpretation. 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> -Use of graphs - Creation and usage of data tables - Use of Graphing Calculators -graph of graphs and charts 	
Assessments	<ul style="list-style-type: none"> -Homework/classwork -Quiz -Test -Inquiry lab on scientific method 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> -Provide advanced notice of tests -Include hands-on activities -Provide material at student's level of functioning -Use multi sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections -Connection to English -Science and society -Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	

2009 NJCCCS

Standard: 5.1

Strand(s): D. Participate Productively in Science							
Content Statement(s):				CPI # / CPI(s):			
Demonstrate how to use scientific tools and instruments and knowledge of how to handle animals with respect for their safety and welfare.				5.1.12.D.3			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: Tools of Environmental Science		Unit # 2
Course or Grade Level: Environmental Science		Length of Time: 2 weeks
Pacing	September	
Essential Questions	<ul style="list-style-type: none"> -What are the steps of the scientific method? -How do scientists use statistics? -What do scientists consider when making decisions about the environment? -What are the steps in a decision making model? 	
Content	<ul style="list-style-type: none"> - Data collection and organization methods - Inquiring, observing, and discovering as a way to build science knowledge from the known to the unknown - Presenting scientific data -Writing numbers in scientific notation -Using significant figures 	
Skills	<ul style="list-style-type: none"> - List the tools scientists use to perform experiments - Using correct significant figures when recording numerical data - Creating and using Line, Bar, and Pie Graphs 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Use of graphs and charts - Creation and usage of data tables - Use of Graphing Calculators 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Exams - Laboratory activities 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student's level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	
2009 NJCCCS		
Standard: 5.1		
Strand(s): A,B,C,D		

Content Statement(s):				CPI # / CPI(s):			
Data and refined models are used to revise predictions and explanations.				5.1.12.C.2			
Demonstrate how to use scientific tools and instruments and knowledge of how to handle animals with respect for their safety and welfare.				5.1.12.D.3			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: The Dynamic Earth		Unit # 3
Course or Grade Level: Environmental Science		Length of Time: 2 weeks
Pacing	October	
Essential Questions	<ul style="list-style-type: none"> - What is the composition and structure of Earth? - What are the earth's tectonic plates? - What is the composition of the Earth's atmosphere? - What are the three major processes of the water cycle? 	
Content	<ul style="list-style-type: none"> - The composition and structure of the Earth. - Plate Tectonics and boundaries. - Global effects of volcanic eruptions. - Layers of the atmosphere. - Movement of energy in the atmosphere. - Global temperature. 	
Skills	<ul style="list-style-type: none"> - Reading Skills - Paired reading - Map interpretation: Earthquake hazard maps of the US - Data collection and interpretation. 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Use of graphs - Creation and usage of data tables - Use of Graphing Calculators - Analyzing maps of the Earth. 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Test - Lab activities 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student's level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	
2009 NJCCCS		
Standard: 5.4		

Strand(s): C, D							
Content Statement(s):				CPI # / CPI(s)			
The chemical and physical properties of the vertical structure of the atmosphere support life on Earth.				5.4.12.C.2			
Convection currents in the upper mantle drive plate motion. Plates are pushed apart at spreading zones and pulled down into the crust at subduction zones.				5.4.12.D.1			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: Chemistry: The Organization of Life		Unit # 4
Course or Grade Level: Environmental Science		Length of Time: 3 weeks
Pacing	October, November	
Essential Questions	<ul style="list-style-type: none"> - What are the differences between biotic and abiotic factors? - What is the process of evolution by natural selection? - What are the six kingdoms of organisms? - How do angiosperms and animals depend on each other? 	
Content	<ul style="list-style-type: none"> - Biotic factors - Abiotic factors - Natural Selection - The Six Kingdoms - Plants and Animals 	
Skills	<ul style="list-style-type: none"> - Writing and vocabulary - Map skills - Venn Diagrams - Graphing - Graphic organizers 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Use of graphs and charts - Creation and usage of data tables - Use of Graphing Calculators 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Test - Lab activities 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student's level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	
2009 NJCCCS		
Standard: 5.3		

Strand(s): C. Interdependence							
Content Statement(s):				CPI # / CPI(s):			
Biological communities in ecosystems are based on stable interrelationships and interdependence of organisms.				5.3.12.C.1			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: The Periodic Table of Elements		Unit # 5
Course or Grade Level: Environmental Science		Length of Time: 1 week
Pacing	November	
Essential Questions	<ul style="list-style-type: none"> -How is the energy transferred from the Sun to producers and consumers? -What are the short term and long term processes of the carbon cycle? - What are two examples of ecological succession? - How do ecosystems change? 	
Content	<ul style="list-style-type: none"> - Producers and consumers - Ecological succession - The Carbon Cycle - The Phosphorus Cycle - The Food Chain - Energy and nutrient flow. 	
Skills	<ul style="list-style-type: none"> - Writing and vocabulary - Map skills - Venn Diagrams - Graphing - Graphic organizers 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Use of graphs and charts - Creation and usage of data tables - Use of Graphing Calculators 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Test - Lab activities 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student's level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	

Standard: 5.3							
Strand(s): A. Organization and Development							
Content Statement(s):				CPI # / CPI(s):			
Cellular function is maintained through the regulation of cellular processes in response to internal and external environmental conditions.				5.3.12.A.3			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: Biomes		Unit #6
Course or Grade Level: Environmental Science		Length of Time: 3 weeks
Pacing	December	
Essential Questions	<ul style="list-style-type: none"> - How do plants determine the type of biome? - How does the temperature and precipitation determine which plants grow in an area? - What are the characteristics of each biome? - What are some threats to each biome? 	
Content	<ul style="list-style-type: none"> - Types of Biomes - Plants and animals that define each biome - Threats to each biome - Locations of biomes - Energy flow of a biome - Climate change and biomes 	
Skills	<ul style="list-style-type: none"> - Writing and vocabulary - Map skills - Venn Diagrams - Graphing - Graphic organizers 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Use of graphs and charts - Creation and usage of data tables - Use of Graphing Calculators 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Test - Lab investigation: Osmosis and Diffusion 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student's level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	
2009 NJCCCS		
Standard: 5.3, 5.4		

Strand(s): A, F							
Content Statement(s):				CPI # / CPI(s):			
Cellular function is maintained through the regulation of cellular processes in response to internal and external environmental conditions.				5.3.12.A.3			
Climate is determined by energy transfer from the Sun at and near Earth's surface. This energy transfer is influenced by dynamic processes, such as cloud cover and Earth's rotation, as well as static conditions, such as proximity to mountain ranges and the ocean. Human activities, such as the burning of fossil fuels, also affect the global climate				5.4.12.F.2			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: Chemistry: Chemical Reactions		Unit # 7
Course or Grade Level: Environmental Science		Length of Time: 2 weeks
Pacing	January	
Essential Questions	<ul style="list-style-type: none"> - What are the three main properties of a population? - What is the difference between a niche and a habitat? - What are the types of interactions between species? - What is co-evolution? 	
Content	<ul style="list-style-type: none"> - Populations - Competition - Population growth - Carrying capacity - Parasitism - Symbiosis - Exponential growth 	
Skills	<ul style="list-style-type: none"> - Writing and vocabulary - Map skills - Venn Diagrams - Graphing - Graphic organizers 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Use of graphs and charts - Creation and usage of data tables - Use of Graphing Calculators 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Test - Laboratory activities 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student's level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	

Standard: 5.3							
Strand(s): C: Interdependence							
Content Statement(s):				CPI # / CPI(s):			
Biological communities in ecosystems are based on stable interrelationships and interdependence of organisms.				5.3.12.C.1			
Stability in an ecosystem can be disrupted by natural or human interactions.				5.3.12.C.2			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: Biodiversity		Unit # 8
Course or Grade Level: Environmental Science		Length of Time: 3 weeks
Pacing	January, February	
Essential Questions	<ul style="list-style-type: none"> -What is the diversity of species on Earth? - What are the three levels of biodiversity? - What are examples of endangered and threatened species? - What types of efforts are being made to save individual species? - What are the benefits of Biodiversity? 	
Content	<ul style="list-style-type: none"> - Biodiversity - Ecosystems - Protections for species - Habitats - Balancing human needs 	
Skills	<ul style="list-style-type: none"> - Writing and vocabulary - Map skills - Venn Diagrams - Graphing - Graphic organizers 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Use of graphs and charts - Creation and usage of data tables - Use of Graphing Calculators 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Test - Lab assignment: Identification of macromolecules, miscibility lab 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student's level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	

2009 NJCCCS

Standard: 5.3

Strand(s): C: Interdependence							
Content Statement(s):				CPI # / CPI(s):			
Biological communities in ecosystems are based on stable interrelationships and interdependence of organisms.				5.3.12.C.1			
Stability in an ecosystem can be disrupted by natural or human interactions.				5.3.12.C.2			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: Water		Unit #9
Course or Grade Level: Environmental Science		Length of Time: 3 week
Pacing	March	
Essential Questions	<ul style="list-style-type: none"> - Why is water called the “universal solvent?” - How is the water cycle important to life on Earth? - What is the distribution of Earth’s water resources? - What are the patters of global water use? 	
Content	<ul style="list-style-type: none"> - Describe a mixture - Water: A common solvent - The dissolving process - Solubility - Saturated solutions - Concentration of solutions 	
Skills	<ul style="list-style-type: none"> - Compare and contrast heterogenous and homogeneous solutions - Describe water’s ability to be a solvent - Interpreting proportions - Analyzing to concept of parts per million 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Use of graphs and charts - Creation and usage of data tables - Use of Graphing Calculators 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Test - Lab activity: Modeling an Aquifer 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student’s level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	

Standard: 5.4

Strand(s): G. Biogeochemical Cycles:

Content Statement(s):	CPI # / CPI(s):
Natural and human-made chemicals circulate with water in the hydrologic cycle.	5.4.12.G.1

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: Renewable energy		Unit # 10
Course or Grade Level: Environmental Science		Length of Time: 2 weeks
Pacing	April, May	
Essential Questions	<ul style="list-style-type: none"> - What are the six forms of renewable energy? - What is the current state of wind technology? - How can hydrogen be used as a future fuel source? - How can the ocean be used as an energy source? 	
Content	<ul style="list-style-type: none"> - Fuel cell usage - Wind power - Hydro power - Energy efficiency - Energy conservation 	
Skills	<ul style="list-style-type: none"> - How to determine energy consumption - Making fossil fuel predictions - Determining the efficiency of a power plant 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Use of graphs and charts - Creation and usage of data tables - Use of Graphing Calculators 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Test - Lab activity: Generating Electricity 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student's level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	

2009 NJCCCS

Standard: 5.2

Strand(s): C. Forms of Energy

Content Statement(s):				CPI # / CPI(s):			
Model and explain current technologies used to capture solar energy for the purposes of converting it to electrical energy.				5.2.8.C.2			
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: The Environment and Human Health		Unit # 11
Course or Grade Level: Environmental Science		Length of Time: 2 weeks
Pacing	May	
Essential Questions	<ul style="list-style-type: none"> - What are five pollutants that can greatly impact human health? - How do scientists use toxicology and epidemiology to study human health? - What environmental changes can increase the spread of disease? 	
Content	<ul style="list-style-type: none"> - Chemicals that impact hormonal levels - Disease distribution - Sources of pollution - Biological hazards - Pathogens 	
Skills	<ul style="list-style-type: none"> - Writing and vocabulary - Map skills: Lyme Disease and geolocation - Venn Diagrams - Graphing - Graphic organizers 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Statistics: Risk of Transmission - Use of graphs and charts - Creation and usage of data tables - Use of Graphing Calculators 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Test - Laboratory activities: Simulating an epidemic 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student's level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
Lesson resources / Activities	<ul style="list-style-type: none"> - Hands-on activities - Laboratories related to the subject matter - Word processing systems - Computer access 	
2009 NJCCCS		
Standard: 5.3		

Strand(s): C. Interdependence

Content Statement(s):	CPI # / CPI(s):
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Stability in an ecosystem can be disrupted by natural or human interactions.	5.3.12.C.2
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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
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21st Century Skills

	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Science Curriculum**

Unit Title: Economics, Policy, and the Future		Unit # 12
Course or Grade Level: Environmental Science		Length of Time: 3 Weeks
Pacing	June	
Essential Questions	<ul style="list-style-type: none"> -What are some of the challenges to achieving sustainability? - What are the major developments in United States environmental history? - Who are the major contributors to the environmental movement? 	
Content	<ul style="list-style-type: none"> - Environmental management - Local policies - Economics and international cooperation - Sustainable development 	
Skills	<ul style="list-style-type: none"> - Writing and vocabulary - Map skills - Venn Diagrams - Graphing - Graphic organizers 	
Math Skills/ Science Processes	<ul style="list-style-type: none"> - Use of graphs and charts - Creation and usage of data tables - Use of Graphing Calculators 	
Assessments	<ul style="list-style-type: none"> - Homework/classwork - Quiz - Test - Internet activity: Making conservation profitable - Benchmark #3 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - Provide advanced notice of tests - Include hands-on activities - Provide material at student's level of functioning - Use multi-sensory approach 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - Mathematical connections - Connection to English - Science and society - Scientific discoveries and the link to Ethics 	
2009 NJCCCS		
Standard: 5.3		
Strand(s): E. Energy in Earth Systems		
Content Statement(s):		CPI # / CPI(s):
Model and explain the physical science principles that account for the global energy budget.		5.4.12.E.1

<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		