

Rock Hill Parks, Recreation & Tourism
Environmental Education Programs
South Carolina State Standard Alignments



PARKS, RECREATION & TOURISM

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BEAK BUFFET

Program Objective:

The student will be able to identify the adaptations that birds have made to survive in their habitat and describe what will happen to a bird population if its environment could no longer support the bird's food source.

Grade Level:

3, 4, 5

State Standards:

Science:

- 4-2.2 Explain how distinct environments influence the variety of organisms in each.
- 4-2.4 Distinguish characteristics that are inherited or acquired over time.
- 4-2.5 Explain how an organism's patterns of behavior are related to its environment.
- 3-2.2 Explain how physical and behavioral adaptations allow organisms to survive.
- 3-2.3 Recall characteristics of the habitat that allow organisms to live there.
- 3-2.4 Explain how changes in the habitat affect survival.

Physical Education:

- 5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or schoolwide walks, youth sports, county recreation programs, church leagues).
- 5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.

Vocabulary: Adaptation, inherited, life cycle, migration, food obtainment, herbivore, carnivore, omnivore, habitat

Clean W-A-T-E-R

Program Objective:

Students will recognize the importance of clean water for all living things.

Grade Level:

K5, 1, 2

State Standards:

Science:

- K-1.2 Use eyedropper safely, accurately, and appropriately when gathering specific data.
- K-2.1 Recognize what organisms need to stay alive (including air, water, food, and shelter).
- K-2.2 Identify examples of organisms and nonliving things.
- 1-1.2 Carry out simple scientific investigations when given clear directions.
- 1-4.1 Recognize the composition of Earth (including rocks, sand, soil, and water).
- 1-4.3 Recognize the observable properties of water (including the fact that it takes the shape of its container, flows downhill, and feels wet).
- 2-2.1 Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and protection.

Physical Education:

- 5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or schoolwide walks, youth sports, county recreation programs, church leagues).
- 5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.

Vocabulary:

eyedropper, water, litter, physical appearance, protection, fish

Compassing

Program Objective:

The student will be able to use a compass safely and accurately when conducting simple investigations.

Grade Level:

3, 4, and 5

State Standards:*Science:*

4-1.2 Use appropriate instruments and tools (including a compass) safely and accurately when conducting simple investigations.

Social Studies:

3-2.2 Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton. (H, G)

4-1.2 Summarize the motivation and accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Henry Hudson, John Cabot, and Robert LaSalle. (H, E, G)

5-5.2 Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems.

Physical Education:

5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or schoolwide walks, youth sports, county recreation programs, church leagues).

5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.

8-1.4 Demonstrate the basic skills that one uses in an outdoor pursuit (for example, reading a compass for orienteering, adjusting the seat height for biking, launching a canoe).

Vocabulary: compass, cardinal directions, qualitative, quantitative, classify, observation, prediction, inference, directional arrow, bezel, exploration, pioneer

Gabby Greenleaves

Program Objective:

Students will learn the importance of trees as a food source, the variety of trees, the gifts of trees, trees as a habitat, the life cycle, and structure of trees.

Grade Level:

K5, 1, 2

State Standards:*Science:*

K-2.1 Recognize what organisms need to stay alive (including air, water, food, and shelter).

K-2.2 Identify examples of organisms and nonliving things.

K-2.3 Match parents with their offspring to show that plants and animals closely resemble their parents.

K-2.4 Compare individual examples of a particular type of plant or animal to determine that there are differences among individuals.

K-2.5 Recognize that all organisms go through stages of growth and change called life cycles.

K-4.3 Summarize ways that the seasons affect plants and animals.

1-2.1 Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth.

1-2.2 Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).

- 1-2.3 Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have).
- 1-2.4 Summarize the life cycle of plants (including germination, growth, and the production of flowers and seeds).
- 1-2.5 Explain how distinct environments throughout the world support the life of different types of plants.
- 1-2.6 Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.
- 2-2.3 Explain how distinct environments throughout the world support the life of different types of animals.
- 2-2.4 Summarize the interdependence between animals and plants as sources of food and shelter.

Physical Education:

- 5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or schoolwide walks, youth sports, county recreation programs, church leagues).
- 5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.

Vocabulary:

organism, non-living, living, offspring, parent, life cycle, space, light, stems, roots, leaves, flowers, fruits, seeds, edible, physical traits, germination, growth, nutrients, texture, protection, mammals, birds, amphibians, reptiles, insects, shelter

Glencairn Garden Walk

Lesson Objective:

- Students will learn the history of the park.
- Students will be able to identify regional and non-regional plants and trees.
- Student will identify connections between visual arts and content areas across the curriculum.

Grade Level:

K4, K5, 1, 2, 3

State Standards:

Science:

- K-2.3 Match parents with their offspring to show that plants and animals closely resemble their parents.
- K-2.4 Compare individual examples of a particular type of plant or animal to determine that there are differences among individuals.
- K-2.5 Recognize that all organisms go through stages of growth and change called life cycles.
- 1-2.1 Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth.
- 1-2.2 Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).
- 1-2.3 Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have).
- 1-2.4 Summarize the life cycle of plants (including germination, growth, and the production of flowers and seeds).
- 1-2.5 Explain how distinct environments throughout the world support the life of different types of plants.
- 1-2.6 Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.
- 2-2.3 Explain how distinct environments throughout the world support the life of different types of animals.
- 2-2.4 Summarize the interdependence between animals and plants as sources of food and shelter.
- 3-2.1 Illustrate the life cycles of seed plants and various animals and summarize how they grow and are adapted to conditions within their habitats.
- 3-2.2 Explain how physical and behavioral adaptations allow organisms to survive (including hibernation, defense, locomotion, movement, food obtainment, and camouflage for animals and seed dispersal, color, and response to light for plants).

Social Studies:

- K-5.1 Identify the location of school, home, neighborhood, community, city/town, and state on a map. (G)
- K-5.2 Provide examples of personal connections to places, including immediate surroundings, home, school, and neighborhood. (G)
- K-5.4 Recognize natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. (G)

- 1-6.1 Identify ways that families and communities cooperate and compromise in order to meet their needs and wants. (E, P)
- 1-6.2 Identify ways that government affects the daily lives of individuals and families in the United States, including providing public education, building roads and highways, and promoting personal freedom and opportunity for all. (P)
- 2-2.1 Locate on a map the places and features of the local community, including the geographic features (e.g., parks, water features) and the urban, suburban, and rural areas. (G)
- 2-2.2 Recognize characteristics of the local region, including its geographic features and natural resources. (G, E)
- 2-2.3 Summarize changes that have occurred in the life of the local community over time, including changes in the use of the land and in the way that people earn their living there. (G, E, H)
- 2-2.4 Compare the history and features of the local community with those of different communities around the world. (G)
- 3-1.4 Explain the effects of human systems on the physical landscape of South Carolina over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development.

Art:

Identify connections between the visual arts and content areas across the curriculum.

Physical Education:

- 5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or schoolwide walks, youth sports, county recreation programs, church leagues).
- 5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.

Vocabulary:

observation, identify, living, non-living, parent, life cycle, texture, growth, protection, seed plant, germination, seedling, flower, fruit, camouflage, seed dispersal, tropism, producer, consumer, decomposer, freshwater, streams, ponds

Habitats

Objective:

Students will learn about the needs and characteristics of animals within their habitat.

Grade level:

2,3,4

State Standards

Science

- 2-2.1 Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and protection.
- 2-2.2 Classify animals (including mammals, birds, amphibians, reptiles, fish, and insects) according to their physical characteristics.
- 2-2.3 Explain how distinct environments throughout the world support the life of different types of animals.
- 2-2.4 Summarize the interdependence between animals and plants as sources of food and shelter.
- 3-2.2 Explain how physical and behavioral adaptations allow organisms to survive (including hibernation, defense, locomotion, movement, food obtainment, and camouflage for animals and seed dispersal, color, and response to light for plants).
- 3-2.3 Recall the characteristics of an organism's habitat that allow the organism to survive there.
- 3-2.4 Explain how changes in the habitats of plants and animals affect their survival.
- 3-2.5 Summarize the organization of simple food chains (including the roles of producers, consumers, and decomposers).
- 4-2.1 Classify organisms into major groups (including plants or animals, flowering or nonflowering plants, and vertebrates [fish, amphibians, reptiles, birds, and mammals] or invertebrates) according to their physical characteristics.
- 4-2.2 Explain how the characteristics of distinct environments (including swamps, rivers and streams, tropical rain forests, deserts, and the polar regions) influence the variety of organisms in each.

Vocabulary:

Air, water, food, shelter, energy, growth, protection, mammals, birds, amphibians, reptiles, fish, insects, life cycle

Kayaking

Program Objective:

The student will be able to summarize their understanding of force and motion based on the kayaking experience. Student will gain confidence while attempting a new skill.

Grade Level:

Grade Five

State Standards:Science:

5-5.1 The student will illustrate the affects of force on motion.

5-5.3 The student will summarize the motion of an object in terms of direction, position, and speed.

Physical Education:

- 5-2.3 Recognize movement concepts that have an effect on the quality of complex movement performance (for example, the absorption and production of force, the transfer of weight, the relationship between practice and improvement of performance, the importance of warm-up and cool-down).
- 5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or school wide walks, youth sports, county recreation programs, church leagues).
- 5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
- 8-1.4 Demonstrate the basic skills that one uses in an outdoor pursuit (for example, reading a compass for orienteering, adjusting the seat height for biking, launching a canoe).

Vocabulary: force, friction, motion, unbalanced forces, position, direction, speed, change of force, change in mass, rate of motion, direction of motion, surface area

Life In A Fish Bowl**Program Objective:**

Students will understand the effect of water quality on living things.

Grade Level:

K4, K5, 1, 2

State Standards:Science:

- K-2.1 Recognize what organisms need to stay alive (including air, water, food, and shelter).
- K-2.2 Identify examples of organisms and nonliving things.
- 1-1.3 Carry out simple scientific investigations when given clear directions.
- 1-4.1 Recognize the composition of Earth (including rocks, sand, soil, and water).
- 1-6.3 Recognize the observable properties of water (including the fact that it takes the shape of its container, flows downhill, and feels wet).
- 2-2.1 Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and protection.
- 2-2.2 Classify animals (including mammals, birds, amphibians, reptiles, fish, and insects) according to their physical characteristics.
- 2-2.3 Explain how distinct environments throughout the world support the life of different types of animals.
- 2-2.4 Summarize the interdependence between animals and plants as sources of food and shelter.

Social Studies:

- K-4.2 Demonstrate good citizenship in classroom behaviors, including taking personal responsibility, cooperating and respecting others, taking turns and sharing, and working with others to solve problems. (P)
- 1-2.2 Compare the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment. (G)
- 2-2.5 Recognize characteristics of the local region, including its geographic features and natural resources. (G, E)

Vocabulary:

Soil, fertilizer, septic, salt, litter, chemicals, wastewater, pollution, organism, habitat, run-off, pesticide, erosion

Litter in the Wild

Program Objective: The student will identify ways that litter can endanger wildlife. The student will be able to identify ways to reduce these dangers.

Grade Level: 3, 4, 5

State Standards:

Science:

5-2.3 The student will explain how limiting factors affect population in the ecosystem.

4-2.6 The student will explain how organisms cause change in the environment.

3-2.4 Explain how changes in the habitat affect survival.

Physical Education:

5-3.2 Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or school wide walks, youth sports, county recreation programs, church leagues).

5-5.4 Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.

Math:

3-3.1 Create numeric patterns that involve whole-number operations.

3-2.3 Apply an algorithm to add and subtract whole numbers fluently.

4-6.1 Compare how data-collection methods impact survey results.

4-6.7 Analyze possible outcomes for a simple event.

5-6.1 Design a mathematical investigation to address a question.

Vocabulary: Ingest, entangle, entrapped, protection, habitat, defense, food obtainment, camouflage, environments, ecosystem

Little Watchers

Objective:

Students will understand the needs and characteristics of birds as they interact in their own distinct environment.

Grade levels:

K5, 1, 2

State Standards:

K-2.1 Recognize what organisms need to stay alive (including air, water, food, and shelter).

K-2.2 Identify examples of organisms and nonliving things.

K-2.4 Compare individual examples of a particular type of plant or animal to determine that there are differences among individuals.

2-2.1 Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and protection.

2-2.2 Classify animals (including mammals, birds, amphibians, reptiles, fish, and insects) according to their physical characteristics.

2-2.4 Summarize the interdependence between animals and plants as sources of food and shelter.

Vocabulary:

air, water, food, shelter, protection, birds, living, non-living

Within Reach

Lesson Objective:

The student will build personal self-esteem and confidence; effective teamwork and cooperation skills; improve communication and listening skills; increase the willingness to take appropriate risk; and develop the ability to set and reach goals.

Grade Level:

3, 4, 5, 6, 7, 8

State Standards:

Science:

- 5-5.1 Illustrate the affects of force (including magnetism, gravity, and friction) on motion.
- 5-5.2 Summarize the motion of an object in terms of position, direction, and speed.
- 5-5.3 Explain how unbalanced forces affect the rate and direction of motion in objects.
- 5-5.4 Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surfaces, changing the amount of surface area involved, and adding lubrication).
- 5-5.6 Explain how a change of force or a change in mass affects the motion of an object.

Health and Safety:

**Content Area I:
Personal Health
and Wellness**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

By the end of grade five, students should be able to

- demonstrate strategies for accepting responsibility for personal health behaviors and
- demonstrate strategies to improve or maintain personal health, dental care, hygiene, wellness, fitness, and disease prevention.

By the end of grade eight, students should be able to

- demonstrate strategies for personal health maintenance and enhancement and
- demonstrate strategies for detection and treatment of common health problems and communicable and chronic diseases.

**Content Area I:
Personal Health
and Wellness**

Standard 5: Use interpersonal communication skills to enhance health.

By the end of grade five, students should be able to

- demonstrate the ability to ask for assistance in improving health and dealing with common health problems.

By the end of grade eight, students should be able to

- demonstrate effective verbal and nonverbal communication skills to enhance health and access personal health services.

**Content Area I:
Personal Health
and Wellness**

Standard 6: Use goal-setting and decision-making skills to enhance health.

By the end of grade five, students should be able to

- demonstrate the ability to apply a decision-making process to health issues and problems;
- determine when health problems require adult assistance; and
- set a personal health goal, track progress, and assess achievement.

By the end of grade eight, students should be able to

- predict how decisions regarding health behaviors have consequences for the self, for others, and for the environment;
- demonstrate the ability to assess personal health strengths and weaknesses; and
- demonstrate the ability to develop and implement a personal health and wellness program.

By the end of grade five, students should be able to

- identify effective verbal and nonverbal communication skills;
- describe the characteristics needed to be a responsible friend and family member;
- identify strategies for managing stress and emotions;
- describe characteristics and behaviors that promote positive mental health; and

- recognize individual and cultural differences.

By the end of grade eight, students should be able to

- describe the interrelationships among mental, emotional, social, and physical health during adolescence;
- recognize the symptoms of depression and other mental illnesses;
- describe characteristics of mentally healthy adolescents; and
- explain relationships between mental illness and substance abuse.

**Content Area III:
Mental Health**

Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

By the end of grade five, students should be able to

- demonstrate use of positive self-management skills (i.e., ways to manage frustration and emotions, such as fear, anger, sadness, disappointment, happiness);
- demonstrate strategies to resist negative peer pressure; and
- demonstrate positive strategies to reduce stress and anger in relation to identified stressors.

By the end of grade eight, students should be able to

- demonstrate the ability to avoid situations that are potentially harmful;
- demonstrate healthful strategies to assess and manage conflict and stress; and
- use positive strategies to express and manage strong emotions, such as anger, frustration, fear, and joy.

**Content Area III:
Mental Health**

Standard 6: Use goal-setting and decision-making skills to enhance health.

By the end of grade five, students should be able to

- use an age-appropriate decision-making model for emotional and social health decisions;
- assess personal strengths and weaknesses in promoting and maintaining healthful relationships; and
- identify when help is needed in making decisions and setting goals.

By the end of grade eight, students should be able to

- use an age-appropriate decision-making process with positive mental health issues and problems, both individually and collaboratively;
 - analyze how individual, family, and community values influence health-related decisions; and
- demonstrate the ability to assess one's personal strengths, needs, and health risks.

**Content Area IV:
Preventing Injuries**

Standard 6: Use goal-setting and decision-making skills to enhance health.

By the end of grade five, students should be able to

- predict consequences of unsafe behaviors;
- demonstrate the ability to apply an age-appropriate decision-making process to reduce risk of harm to self and others; and
- explain when to ask for assistance in making decisions related to safety of self and others.

By the end of grade eight, students should be able to

- demonstrate the ability to apply an age-appropriate decision-making process to situations regarding personal safety and risk.

Physical Education:

- 5-3.2 *Identify opportunities available in the school and community for regular participation in physical activity (for example, Fun Runs or schoolwide walks, youth sports, county recreation programs, church leagues).*
- 5-5.4 *Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.*
- 5-5.1 *Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.*
- 5-5.5 *Take responsibility for his or her own actions without blaming others.*
- 5-6.2 *Recognize that effort and practice contribute to improvement and success.*

- 5-6.3 *Seek to engage in physical activities that are personally challenging.*
- 5-6.4 *Celebrate personal physical-activity successes and achievements along with those of others.*
- 5-6.5 *Recognize that physical activity is an opportunity for positive social interaction.*
- 8-1.4 *Demonstrate the basic skills that one uses in an outdoor pursuit (for example, reading a compass for orienteering, adjusting the seat height for biking, launching a canoe).*
- 8-2.5 *Identify selected physical-activity experiences for social, emotional, and health benefits (for example, jogging to reduce stress, walking with a friend for social interaction).*
- 8-3.2 *Identify community resources to support varied opportunities for participation in physical activity outside of physical education class (for example, YMCA programs, city recreation programs, biking paths, walking trails).*
- 8-5.1 *Work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical-activity settings (for example, consider ideas from all group members when creating an aerobic dance routine).*
- 8-5.2 *Recognize and resolve potential conflicts in physical-activity settings (for example, shows self-control by accepting a controversial decision of an official).*
- 8-5.4 *Accept responsibility for behaving in a safe and productive manner in physical-activity settings (for example, without teacher prompting, use equipment as intended).*
- 8-6.2 *Seek and explore health-enhancing physical activities that provide challenge and offer opportunities for problem solving, decision making, and appropriate risk-taking (for example, participate in physically challenging team building games).*

Vocabulary:

aiders, anchors, approach, bail, belay, belay devise, clipping in, deck, direction, fall, force, frictions, goal, gravity, harness, hook, motion, on belay, position, protection, speed, spur, surface area