



Fifth Grade
El Imposible National Park, El Salvador

National Standards for Grade Five Lessons

English

Standard 3: Evaluation Strategies

Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.

Standard 1: Reading for Perspective

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and of the cultures of the US and the world.

Standard 4: Communication Skills

Students adjust their use of spoken, written and visual language to communicate effectively with a variety of audiences and for different purposes.

Standard 7: Evaluating Data

Students conduct research on issues and interests by generating ideas and questions, and by posing problems.

Life Science

Standard 3

Students develop an understanding of the structure and function in living systems, populations and ecosystems, and diversity and adaptations of organisms.

Math

Standard 1: Grades 3-5

Students understand the need for measuring with standard units and that measurements are approximations and how differences in units affect precision.

Technology

Standard 5: Technology Research Tools

Students use technology to locate, evaluate and collect information from a variety of sources.

Standard 4: Technology Communication Tools

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Social Studies

Standard 5: Environment and Society

Students should understand how human actions modify the physical environment.

Science

Standard 6: Personal and Social Perspectives

Students develop an understanding of populations, resources and environments.



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Lesson 4: Community Action

Concept

Decisions about how one uses the resources within a particular bioregion must consider the biodiversity and complexity of the ecosystem.

Essential Question

How can communities make decisions that benefit both their families and the animals that live within them?

Additional Resources

- **Resource Index-** Check out this page at <http://www.rainforest-alliance.org/programs/education/teachers/curriculum/resources/index.html> for additional supplemental materials that complement these dynamic units and to access many of the resources listed below.
- **Slideshow** – The Learning Site provides a slideshow and script about El Salvador that includes background information about the animals, people and landscape of this region. The slideshow can be downloaded for viewing in the classroom, printed out and read as a story, or viewed online with the students.
- **Unit-Specific Stories-** The Rainforest Alliance has developed two original stories for use with these units, available in English, Spanish and Portuguese. The stories are available to download and print or can be viewed on-screen.

**Alex Goes Exploring in El Imposible
Life In San Miguelito**

- **Species Profiles** - The species profiles, available to view on screen or download from the beginning of the unit or the Resource Index, include photos, habitat, foraging behavior, group relationships, threats and many more facts.
 - Ocelot
 - Great Curassow
 - King Vulture
 - Blue-Crowned Motmot
- **Rainforests: Supermarkets to the World** - A great two-page introduction to the many fruits, vegetables, medicines and other products that we use everyday, which are harvested from tropical rainforests.
- **Park Profile** - Visit <http://www.rainforest-alliance.org/programs/aar/el-salvador.html> for a basic introduction to El Imposible National Park.

- **Rainforest Poster** - Check out this colorful two-page poster depicting the layers of the rainforest, rainforest products, and the threats faced today by many of the world's rainforests is available for your use.

Inside the Canopy – Structure and species of the rainforest

Status Report – What is happening to the rainforest

- **Rainforest Products** – Visit <http://www.rainforest-alliance.org/resources/forest-facts/lives.html> for a summary of products that we use in our everyday lives that originate in rainforests. Both teachers and students will find information on the products found in their homes and supermarkets that either originated in tropical forests or are currently produced there.
- **Profiles in Sustainability** – Click [here http://www.rainforest-alliance.org/programs/profiles/index.html](http://www.rainforest-alliance.org/programs/profiles/index.html) for case studies on companies who work closely with the Rainforest Alliance to ensure that their practices protect wildlife, workers and communities.
- **Conservation Coffee Summary** – Visit <http://www.rainforest-alliance.org/programs/education/teachers/curriculum/pdfs/conservation-coffee.pdf> to access an eight-page introduction to the issue, including a glossary of terms. These are appropriate for students to read independently.
- **Venn Diagram Template** - Download a photocopy-ready Venn diagram designed to complement this unit.
- **Certificate of Accomplishment** - Print out colorful rainforest certificates for your students to commemorate their completion of these units.

Step 1- CONNECT (The Concept to Prior Knowledge)

Challenge

Students will examine their role in harming or helping the environment.

Materials

- Paper, pencils

Procedure

1. Brainstorm a list of decisions that students make on a daily basis that affect the welfare of the environment. Categorize these as being either harmful or helpful.
2. Trace local actions to distant consequences. Ask students how our decisions at home affect the people in El Salvador. How do their decisions affect us? Discuss our role as consumers and how that affects how resources are used around the world.

Step 2 - LITERATURE/DISCUSS (Give Expert Information Book; Ask Questions)

Challenge

Students will discover the source of all the resources used at their school.

Materials

- Paper, pencils

Procedure

1. Brainstorm a list of things that students and faculty use while they are at school. Examples: paper, electricity, running water, pencils, markers, books, P.E. equipment, lunch trays, etc.
2. Students will conduct research to trace all of these materials to their original sources. Where does the water in your community come from? What kind of fuel does your school use to make electricity? What are your supplies made of?

Step 3A- PRACTICE

Challenge

Students will choose a resource (water, paper, electricity) and do an environmental assessment of their school community.

Materials

Audit survey from:

- <http://www.redefiningprogress.org/>
- <http://www.earthday.net/footprint/index.html>

Procedure

1. In small groups or individually, students will observe and record how resources are used in their school community.

Through interviews and direct observation, students will do an environmental assessment of their school. An audit of how resources are used might include the type of energy that heats the school, the amount of electricity used to light classrooms, the food that is used in the cafeteria, the materials used in the construction of the building...

Audit surveys are available at <http://www.redefiningprogress.org/> and <http://www.earthday.net/footprint/index.html>.

Examples of survey questions might include: Do students leave the water on while they clean up for lunch? Is there enough natural light in each classroom to leave the lights off? Do students and teachers recycle? Explore the cost vs. environmental benefits of using recycled paper.

2. Results of resource use and/or conservation practices will be displayed on charts and diagrams.

Step 3B- CREATE (Performance Tasks Related to Standard Indicators)

Challenge

In small groups or individually, students will create a plan to conserve a resource in their school community.

Materials

- Assessments from Step 3A

Procedure

- Using the environmental assessment results, students will come up with a step-by-step proposal for resource conservation within their school community. Refer to EcoFootprint at www.redefiningprogress.org.

Step 4- PRESENT**Challenge**

Students will have to present their information to a mixed audience in an effective way.

Procedure

Students will present their results and proposals to the rest of the school community in a way that they feel will be most effective in demonstrating the results of their findings.

LESSON 4 ASSESSMENT RESULTS:

Teacher observations of tasks with rubrics as listed below, as well as collected work samples.

Assessment Guidelines	3 = P (Proficient)	2 = S (Satisfactory)	1 = NW (Needs Work)
1. Student collected enough data to make a conservation proposal.			
2. Student's step-by-step plan is clear and concise.			
3. Visuals (graphs, diagrams, etc.) clearly demonstrate student's data collection.			
4. Student makes a clear statement as to how their proposal will contribute to the conservation of school resources.			