

# Explore Sac County

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School

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Hagge Park



## Part I: Overview of Workplace

The Sac County Conservation Board (SCCB) was established in 1962 in order to acquire, develop, maintain and make available to the inhabitants of the county: parks, preserves, county forests, wildlife and other conservation areas and to promote and preserve health and general welfare of the people, to encourage the orderly development and conservation of natural resources and cultivate good citizenship by providing adequate programs of public recreation. The SCCB manages nearly 900 acres of parks, wildlife areas, and recreational trails throughout Sac County.

<https://sacconservation.wixsite.com/sccb>

## Part II: Workplace Focus

- Educational Camps
- Library Programs
- Community and Civic Group Programs
- Increase awareness on the natural resources available.

## Part III: Introduce the Problem

Our school district does not utilize the resources available to them to increase student exposure and experiences to support the standards or academic achievement.

The final project will be an action plan to implement during the school year.

# Part IV: Standards, Driving and Essential Questions

## **Standards:**

**4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.**

**4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways**

## **Skill:**

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

# Questions used to move students to the targets and eventual project solution.

- What body parts to animals have that help them live, grow, reproduce and survive in their environments?
- How have animals evolved to improve their rate of survival?
- Which behaviors do animals have that allow them to live, grow, reproduce and survive in their environments?
- What types of plant structures allow them to live, thrive, reproduce or survive in their environments
- Which behaviors do plants have that allow them to live, grow, reproduce in their environments?
- How have plants evolved to improve their rates of survival?
- What impact do people have on the plants' and animals' abilities to live, grow, reproduce, or survive?
- How do habitats effect the internal and external structures of plants and animals?
- Are there any problems with plant or animal populations in Sac County that could benefit from human interference?

## Part V: Extern Host Role

Kristen Bieret

Sac County Conservation Board

I will be asking her to facilitate and guide students to discover some of the answers to the questions they created on their bug list.

Students will use her as a resource to problem-solve and investigate the problems around Sac County.

## Part VI: Student Learning

- Yes, students will be given the chance to investigate issues they notice that exist around Sac County.
- They will determine which questions they have about the survival of the organism.
- They will be given the chance to explore books, online, and artifacts to draw conclusions.
- They will also be given a choice on the presentation of the information to other students, parents and adults in the community.

I would like students to keep a science journal throughout the unit. This will give the opportunity for reflection , more questions and problems and solutions that may be apparent or hidden as they learn more.