



GUIDELINES

BOULDER COUNTY ENVIRONMENTAL EDUCATION GUIDELINES
DEVELOPED BY THE BOULDER COUNTY E MOVEMENT

1ST
GRADE

1st Grade Learning Objectives

We want to nurture our students' curiosity and active exploration while fostering respect for the natural world and each other. We facilitate their basic understanding of how the natural world works and their relationship to it. We want our students to know that they have influence on the environment and community by the way they choose to care for themselves, others, and places.



1st Grade Environmental Education Guidelines

Progression of place: The appropriate scale is classroom community and home, school or schoolyard settings.

NATURAL CONCEPT

The natural world is made up of living and non-living things that can be described and categorized.

SOCIAL CONCEPT

Sequences of events and places or locations can be documented and described.

The Guidelines

Head

ACADEMIC SKILLS AND KNOWLEDGE

- An organism has physical characteristics that help it survive.
[CAS: SC.1.2.1.a]
[NGSS: 1-LS1-1]
- Patterns in the natural world can be observed.
[CAS: SC.1.2.1.a; SC.1.2.1.b]
[NGSS: 1-ESS1-1; 1-ESS1-2]
- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.
[CAS: SC.1.2.1.a.]
[NGSS: 1-LS1-1]
- Things can be sorted into categories of living, once-living (dead), and nonliving.
- Living things need food and water. They breathe, reproduce, grow and move on their own. Nonliving things do not.
[NGSS: 1-LS1-1]
- Some events have cycles, whereas other events have a clear beginning and end.
[CAS: SS.1.1.1.a.-d.]
[NGSS: Patterns]
- Seasonal patterns of sunrise and sunset can be observed, described, and predicted.
[CAS: SC.1.3.1.a.; SC.1.3.1.b.]
[NGSS: 1-ESS1-1; 1-ESS1-2]





Heart

SOCIAL-EMOTIONAL LEARNING, AFFECTIVE NEEDS, SENSITIVITY, ATTITUDES AND SELF-EFFICACY

- Nurture care and respect for living things and natural areas.
- Foster a love of the natural world by modeling curiosity, appreciation, and wonder. Allow for and encourage imagination and creativity, questions, and stories.
- Provide unstructured time outdoors for play and imagination or time to sit/walk (goal: make this part of your routine with consistency and increased frequency).
- Practice skills in active listening in whole group settings and during one-on-one interactions.
- Work together productively and collaboratively in small and whole groups for common goals and celebration of accomplishments.
- Model your thinking about how you feel when you go outside with your students (For example, "Today, when we were outside, I noticed... I felt... I thought about...").
- Learn to rely on ourselves and on each other.
- Model and identify empathy and humility, especially in the resolution of problems.
- Learn how to disagree.



Hands

ACTION AND SERVICE

- Provide time for cooperative and social play in natural settings.
- Support students in defining a simple problem based on evidence (For example, a classroom plant is not thriving. Why not?).
- Take action to make a positive impact or solve a problem in the classroom.
- Keep the playground free from trash and litter by throwing away trash.
- Support a classmate—promote acts of kindness.



Feet

CONNECTION TO PLACE

- Foster awareness of local wildlife easily observed in schoolyards (birds, squirrels, insects) and identify as wildlife.
- Develop understanding of our natural and cultural communities and how they extend to the school community.
- Organize field trips that get students outside the classroom to see something from a new perspective.
- Provide for multiple encounters with an expanded place over time.
- Focus on the immediate surroundings (family, home, school) to the natural world beyond that scope.
- Begin to expand from the schoolyard into a local natural area (greenbelt, stream, field or partner field trip).





Recommended Activities

Activities listed are intended to provide inspiration for how to connect to a local natural area, or plan a field trip with a partner organization.

- Engage in unstructured, outdoor play or exploration in a natural area (schoolyard or park) - make this a regular part of your daily schedule (different from recess on built playground).
- Plan and carry out simple investigations using simple tools and accurate measurements.
- Identify shapes and patterns in the shape of leaves from different trees, shrubs, plants, and grasses around the school.
[CAS: SC. 1.LS1.1]
[NGSS: Patterns]
- Make a field guide of common schoolyard wildlife and grasses/shrubs/trees.
[NGSS: K-2-ETS1-1]
- Study changes through the seasons (i.e. weather, plants, etc.) with photographs and drawings.
[CAS: Determine events from the past, present, and future using the components of a calendar]
[NGSS: 1-ESS1-2]
- Describe, sort, and categorize waste items for recycling, composting, etc.
- Conduct a school or class waste audit.
- Care for plants and/or animals in the classroom (ongoing).
[NGSS: Patterns]
- Participate in a Citizen Science program.
[NGSS: K-2-ETS1-1; K-2ETS1-3]
- Provide opportunities to transfer skills learned in one context to new lessons or investigations (ex. use of tools like the hand lens - practice use indoors, then take outside to practice outdoors and investigate).

