



HEART OF THE Rockies



Rocky Mountain National Park
Activity Assessment/Scoring Guides
for Colorado Model Content Standards and Benchmarks
Grades K-3

Dear Educator:

These scoring guides are designed to meet the objectives of the activities in all levels, K-3, 3-6, and 6-9, of the Heart of the Rockies Teachers Activities Guides. The scoring guide for a particular activity will assist you in assessing an individual student or group of student's level of proficiency for a particular Colorado State Content Standard and benchmark(s). The strands and accompanying concepts, page 8 of each activity guide, the assessing activity meets is also listed for you. Activities and accompanying scoring guides have been selected as assessment tools provide you with a mechanism for determining your student's learning when using these activity guides.

Because of the nature of the K-3 activities, each scoring guide has been designed to meet the Primary-Level Learning objectives found on page 8 of the K-3 Activity Guide.

Sincerely,

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Rocky Mountain National Park produced and distributed this collection of assessments with a generous grant from the Exxon Corporation, through the National Park Foundation.

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For information about *Heart of the Rockies* visit our website at www.heartoftherockies.net or contact Mark DeGregorio, 970-586-3777.

Table of Contents

2 ...	Heart of the Rockies Teacher Activity Guide K-3 Activities
3 ...	Benchmark Descriptions
5 ...	The Scoring Guides for the Chosen Activities Assess the Following Colorado Model Content Standards: K-3 Activities and Scoring Guides that Will Assess Standards
6 ...	State Standards Correlations
8 ...	State Standards Correlations – Activities by Content Area
13 ...	Presite Activity 2: Build a Beaver Lodge
14 ...	Presite Activity 3: Prickly, Poky Porcupines
15 ...	Presite Activity 4: Map Mother Nature
17 ...	Onsite Activity 5: Joyful Journals
19 ...	Postsite Activity 1: Picture Perfect
21 ...	Postsite Activity 2: Nature Bulletins



Heart of the Rockies

Teacher Activity Guide

K - 3 Activities

Presite Activities

Dear Deer	74
Tricky Tracks	50
Mountain Lions, One Big Cat!	51
Busy as a Beaver	55
Build a Beaver Lodge	56
Prickly, Pokey, Porcupines	57
Birds of a Feather	59
Big Bird Book	60
Just Ducky	61
Like Water Off a Duck's Back	62
Neat Feet	63
Soar Like an Eagle	63

Onsite Activities

Take a Hike	69
Pet Rocks	71
Nature Bingo	72
Map Mother Nature	74
Joyful Journals	75
Trash Mountain	76
Home Sweet Home	77
Midden Madness	78
Beaver Believers	79
Go Fish	80
Beggar Birds	80

Postsite Activities

Picture Perfect Park	84
Nature Bulletins	84
Nature Quilt	85
M is for Mountain	86
For the Birds	86
Cone Head Creatures	87
Water World	87
The Future is Us	88
It's a Beautiful World	88
Adopt a Tree	89
Nothing is as Beautiful as a Tree	90
The Great Kapok Caper	91
Adopt a Forest	92

Benchmark Descriptions

- Science 1.0 Scientific Investigation: Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.
- 1.1 Asking questions and stating predictions (hypotheses) that can be addressed through scientific investigation
 - 1.2 Selecting and using simple devices to gather data related to an investigation
 - 1.3 Using data based on observation to construct a reasonable explanation
 - 1.4 Communicating about investigations and explanations.
- Science 3.0 Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
- 3.1 Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment
 - 3.2 Students know and understand interrelationships of matter and energy in living systems.
 - 3.4 Students know and understand how organisms change over time in terms of biological evolution and genetics.
- Science 4.0 Earth and Space Science: Students know and understand the composition of Earth, its history, and the natural process that shape it.
- 4.1 Students know and understand the composition of Earth, its history, and the natural processes that shape it.
 - 4.2 Students know and understand the general characteristics of the atmosphere and fundamental processes of weather.
 - 4.3 Students know major sources of water, its uses, importance, and cyclic patterns of movement through the environment
- Geography 1.0 Students know how to use and construct maps, globes & other geographic tools to acquire, process, & report information about people, places, and environments.
- 1.1 Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
 - 1.2 Students develop knowledge of Earth to locate people, places, and environments.
 - 1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.
- Geography 2.0 Students know the physical and human characteristics of place, and use this knowledge to define and study regions and their patterns of change.
- 2.1 Students know the physical and human characteristics of places.
 - 2.2 Students know how and why people define regions.
 - 2.3 Students know how culture and experience influence people's perceptions of places and regions.



- Geography 3.0 Students understand how physical processes shape Earth's surface patterns and systems.
- 3.1 Students know the physical processes that shape Earth's surface patterns.
 - 3.2 Students know the characteristics and distribution of physical systems of land, air, water, plants, and animals.
- Geography 6.0 Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.
- 6.1 Students know how to apply geography to understand the past.
 - 6.2 Students know how to apply geography to understand the present and plan for the future.
- Read/Writing 2.0 Write and Speak for a Variety of Purposes
- 2.1 Write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.
 - 2.2 Write and speak for audiences such as peer, teachers, and the community.
 - 2.3 Plan, draft, revise, proofread, and edit written communications.
 - 2.4 Use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning.
 - 2.5 Organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration
 - 2.6 Use handwriting and at the most appropriate time, word processing to produce a product that is legible.
- Math 5.0 Measurement: Students use a variety of tools and techniques to measure, apply the results in problem-solving situations and communicate the reasoning used in solving these problems.
- 5.1 Understand and apply the attributes of length, capacity, weight, mass, time, temperature, perimeter, area, volume, and angle measurement in problem-solving situations.
 - 5.2 Make and use direct and indirect measurements to describe and compare real-world phenomena.
 - 5.3 Understand the structure and use of systems of measurement.
 - 5.4 Describe and use rates of change and other derived measures.
 - 5.5 Select appropriate units, including metric and U.S. customary, and tools to measure to the degree of accuracy required to solve a given problem.

The Scoring Guides For The Chosen Activities

Assess the Following Colorado Model Content Standards:

K-3 Activities and Scoring Guides That Will Assess Standards

Science

Science 1.0 - Scientific Investigation: Identify & evaluate alternative explanations & procedures.

Onsite Activities:

Activity 4 - Map Mother Nature	.74
Activity 5 - Joyful Journal	.75

Science 3.0 - Life Science: Characteristics of living things, diversity of life, interaction of things with their environment

Presite Activities:

Activity 2 - Build A Beaver Lodge	.56
Activity 3 - Prickly, Pokey Porcupine	.57

Onsite Activities:

Activity 4 - Map Mother Nature	.74
Activity 5 - Joyful Journal	.75

Postsite Activities:

Activity 2 - Nature Bulletins	.84
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Geography

Geography 1.0 - Students know how to use and construct maps, globes & other geographic tools to acquire, process, & report information about people, places, and environments.

Onsite Activities:

Activity 4 - Map Mother Nature	.74
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Geography 3.0 - Students understand how physical processes shape Earth's surface patterns and systems.

Presite Activities:

Activity 2 - Build A Beaver Lodge	.56
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Onsite Activities:

Activity 4 - Map Mother Nature	.74
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Reading/Writing

Read/Writing 2.0 - Write and Speak for a Variety of Purposes: Write and speak for audiences such as peer, teachers, community.

Postsite Activities:

Activity 1 - Picture Perfect Park & Nature Bulletins	.84
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State Standards Correlations

Presite Activities

Trunk A - Predator/Prey

Activity 1 - *Dear Deer*, 49
Reading/Writing 1.0, 4.0
Science 1.0, 3.1, 3.4
Visual Arts 2.0

Activity 2 - *Tricky Tracks*, 50
Reading/Writing 1.0, 4.0
Science 1.0, 3.1

Activity 3 - *Mountain Lions - One Big Cat!*, 51
Reading/Writing 1.0
Science 3.1, 3.2

Trunk B - Nature's Specialists

Activity 1 - *Busy as a Beaver*, 55
Reading/Writing 1.0, 4.0
Science 3.1, 3.2, 3.4

Activity 2 - *Build A Beaver Lodge*, 56
Science 3.0
Geography 3.0

Activity 3 - *Prickly, Pokey Porcupines*, 57
Science 3.0

Trunk C - Beaks, Feet and Feathers

Activity 1 - *Birds of a Feather*, 59
Reading/Writing 1.0, 5.0
Science 1.0, 3.1, 3.2
Geography 3.2

Activity 2 - *Big Bird Book*, 60
Reading/Writing 1.0, 2.0, 3.0
Science 1.0, 3.1, 3.2, 3.4
Visual Arts 3.0

Activity 3 - *Just Ducky*, 61
Reading/Writing 1.0
Science 1.0, 3.1
Visual Arts 3.0
Geography 3.2

Activity 4 - *Like Water Off A Duck's Back*, 62
Reading/Writing 3.0
Science 1.0, 3.1, 5.0
Geography 5.1

Activity 5 - *Neat Feet*, 63
Reading/Writing 1.0, 3.0
Science 1.0, 3.1
History 4.1
Math 3.0

Activity 6 - *Soar Like An Eagle*, 63
Science 1.0, 3.1, 3.2

Onsite Activities

Activity 1 - *Take a Hike*, 69
Science 3.1, 3.2
Geography 3.2

Activity 2 - *Pet Rocks*, 71
Reading/Writing 1.0
Visual Arts 1.0, 3.0

Activity 3 - *Nature Bingo*, 72
Science 3.1
Math 3.0

Activity 4 - *Map Mother Nature*, 74
Science 1.0, 3.0
Geography 1.0, 3.0

Activity 5, *Joyful Journal*, 75
Science 1.0, 3.0
Reading/Writing 1.0, 3.0

Activity 6 - *Trash Mountain*, 76
Reading/Writing 1.0, 4.0

Activity 7 - *Home Sweet Home*, 77
Reading/Writing 2.0
Science 3.1, 3.2
Geography 3.2

Activity 8 - *Midden Madness*, 78
Science 1.0, 3.1
Math 3.0, 5.0

Activity 9 - *Beaver Believers*, 79
Reading/Writing 1.0, 4.0
Science 3.1
Geography 3.2
Visual Arts 1.0

Activity 10 - *Go Fish*, 80
Science 3.1, 3.2

Activity 11 - *Beggar Birds*, 80
Science 3.1
Math 3.0
Visual Arts 1.0

Postsite Activities

Activity 1 - *Picture Perfect Park* , 84
Reading/ Writing 2.0

Activity 2 - *Nature Bulletins*, 84
Reading/ Writing 2.0

Activity 3 - *Nature Quilt*, 85
Visual Arts 1.0, 3.0
Math 5.0

Activity 4 - *M is for Mountain*, 86
Reading/Writing 2.0

Activity 5 - *For the Birds*, 86
Visual Arts 3.0

Activity 6 - *Cone Head Creatures*, 87
Reading/Writing 2.0, 3.0
Visual Arts 3.0

Activity 7 - *Water World*, 87
Reading/Writing 1.0
Science 3.1
Geography 5.1

Activity 8 - *The Future is Us*, 88
Reading/Writing 1.0, 4.0
Visual Arts 3.0

Activity 9 - *It's a Beautiful World*, 88
Reading/Writing 1.0, 2.0, 4.0
Visual Arts 3.0

Activity 10 - *Adopt A Tree*, 89
Reading/Writing 1.0
Science 3.1, 3.2
Geography 3.2
Visual Arts 3.0

Activity 11 - *Nothing As Beautiful As A Tree*, 90
Reading/Writing 1.0
Science 3.1
Visual Arts 3.0

Activity 12 - *The Great Kapok Caper*, 91
Reading/Writing 1.0, 2.0, 5.0
Science 3.1, 3.2
Geography 3.2
Visual Arts 3.0

Activity 13 - *Adopt A Forest*, 92
No correlation to state standards



State Standards Correlations

Activities by Content Area

Geography/History

Geography 1.0 - Students know how to use and construct maps, globes and other geographic tools to obtain, process, and report information about people, places, and environments.

Onsite Activities

Activity 4 - *Map Mother Nature*, 74

Geography 3.2 - Students know the characteristics and distributions of physical systems of land, air, water, plants and animals.

Presite Activities

Trunk C - *Beaks, Feet and Feathers*

Activity 1 - *Birds of a Feather*, 59

Activity 3 - *Just Ducky*, 61

Onsite Activities

Activity 1 - *Take a Hike*, 69

Activity 4 - *Map Mother Nature*, 74

Activity 7 - *Home Sweet Home*, 77

Activity 9 - *Beaver Believers*, 79

Postsite Activities

Activity 10 - *Adopt A Tree*, 89

Activity 12 - *The Great Kapok Caper*, 91

Geography 5.1 - Students know how human actions modify the physical environment.

Presite Activities

Trunk C - *Beaks, Feet and Feathers*

Activity 4 - *Like Water off a Duck's Back*, 62

History 4.1 - Students know the characteristics, location, distribution, and migration of human populations.

Presite Activities

Trunk C - *Beaks, Feet, and Feathers*

Activity 5 - *Neat Feet*, 63

Math

Math 3.0 - Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

Presite Activities

Trunk C - *Beaks, Feet and Feathers*

Activity 5 - *Neat Feet*, 63



Onsite Activities

- Activity 3 - Nature Bingo, 72
- Activity 8 - Midden Madness, 78
- Activity 11 - Beggar Birds, 80

Math 5.0 - Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

Onsite Activities

- Activity 8 - Midden Madness, 78

Post-Site Activities

- Activity 3 - Nature Quilt, 85

Reading / Writing

Reading/Writing 1.0 - Students read and understand a variety of materials.

Presite Activities

- Trunk A - Predator/Prey
 - Activity 1 - *Dear Deer*, 49
 - Activity 2 - *Tricky Tracks*, 50
 - Activity 3 - *Mountain Lions - One Big Cat!*, 51
- Trunk B - Nature's Specialists
 - Activity 1 - *Busy as a Beaver*, 55
- Trunk C - Beaks, Feet and Feathers
 - Activity 1 - *Birds of a Feather*, 59
 - Activity 2 - *Big Bird Book*, 60
 - Activity 3 - *Just Ducky*, 61
 - Activity 5 - *Neat Feet*, 63

Onsite Activities

- Activity 2 - *Pet Rocks*, 71
- Activity 6 - *Trash Mountain*, 76
- Activity 9 - *Beaver Believers*, 79

Post-site Activities

- Activity 7 - *Water World*, 87
- Activity 8 - *The Future is Us*, 88
- Activity 9 - *It's A Beautiful World*, 88
- Activity 10 - *Adopt-a-Tree*, 89
- Activity 11 - *Nothing as Beautiful as a Tree*, 90
- Activity 12 - *The Great Kapok Caper*, 91

Reading/Writing 2.0 - Students write and speak for a variety of purposes and audiences.

Presite Activities

- Trunk C - *Beaks, Feet and Feathers*
 - Activity 2 - *Big Bird Book*, 60

Onsite Activities

- Activity 7 - *Home Sweet Home*, 77

Post-site Activities

- Activity 4 - *M is for Mountain*, 86
- Activity 6 - *Cone Head Creatures*, 87
- Activity 9 - *It's A Beautiful World*, 88
- Activity 12 - *The Great Kapok Caper*, 91

Reading/Writing 3.0 - Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

Presite Activities

- Trunk C - *Beaks, Feet and Feathers*
 - Activity 2 - *Big Bird Book*, 60
 - Activity 4 - *Like Water off a Duck's Back*, 62
 - Activity 5 - *Neat Feet*, 63



Post-site Activities

Activity 6 - *Cone Head Creatures*, 87

Reading/Writing 4.0 - Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Presite Activities

Trunk A - Predator/Prey

Activity 1 - *Dear Deer*, 49

Activity 2 - *Tricky Tracks*, 50

Trunk B - Nature's Specialists

Activity 1 - *Busy as a Beaver*

Onsite Activities

Activity 6 - *Trash Mountain*, 76

Activity 9 - *Beaver Believers*, 79

Post-site Activities

Activity 8 - *The Future is Us*, 88

Activity 9 - *It's Beautiful World*, 88

Reading/Writing 5.0 - Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Presite Activities

Trunk C - Beaks, Feet and Feathers

Activity 1 - *Birds of a Feather*, 59

Post-site Activities

Activity 12 - *The Great Kapok Caper*, 91

Science

Science 1.0 - Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.

Presite Activities

Trunk A - Predator/Prey

Activity 1 - *Dear Deer*, 49

Activity 2 - *Tricky Tracks*, 50

Trunk C - Beaks, Feet and Feathers

Activity 1 - *Birds of a Feather*, 59

Activity 2 - *Big Bird Book*, 60

Activity 3 - *Just Ducky*, 61

Activity 4 - *Like Water Off A Duck's Back*, 62

Activity 5 - *Neat Feet*, 63

Onsite Activities

Activity 4 - *Map Mother Nature*, 74

Activity 5 - *Joyful Journal*, 75

Activity 8 - *Midden Madness*, 78

Science 3.1 - Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environments.

Presite Activities

Trunk A - Predator/Prey

Activity 1 - *Dear Deer*, 49

Activity 2 - *Tricky Tracks*, 50

Activity 3 - *Mountain Lions - One Big Cat!*, 51

Trunk B - *Nature's Specialists*

- Activity 1 - *Busy as a Beaver*, 55
- Activity 2 - *Build a Beaver Lodge*, 56
- Activity 3, *Prickly, Pokey Porcupine*, 57

Trunk C - *Beaks, Feet and Feathers*

- Activity 1 - *Birds of a Feather*, 59
- Activity 2 - *Big Bird Book*, 60
- Activity 3 - *Just Ducky*, 61
- Activity 4 - *Just Like Water Off A Duck's Back*, 62
- Activity 5 - *Neat Feet*, 63
- Activity 6 - *Soar Like an Eagle*, 63

Onsite Activities

- Activity 1 - *Take a Hike*, 69
- Activity 3 - *Nature Bingo*, 72
- Activity 7 - *Home Sweet Home*, 77
- Activity 8 - *Midden Madness*, 78
- Activity 9 - *Beaver Believers*, 79
- Activity 10 - *Go Fish*, 80
- Activity 11 - *Beggar Birds*, 80

Post-Site Activities

- Activity 7 - *Water World*, 87
- Activity 10 - *Adopt A Tree*, 89
- Activity 11 - *Nothing as Beautiful as A Tree*, 90
- Activity 12 - *The Great Kapok Caper*, 91

Science 3.2 - Students know and understand interrelationships of matter and energy in living systems.

Presite Activities

- Trunk A - *Predator/Prey*
- Activity 3 - *Mountain Lions - One Big Cat!*, 51

Trunk B - *Nature's Specialists*

- Activity 1 - *Busy as a Beaver*, 55

Trunk C - *Beaks, Feet and Feathers*

- Activity 1 - *Birds of a Feather*, 59
- Activity 2 - *Big Bird Book*, 60
- Activity 6 - *Soar Like an Eagle*, 63

Onsite Activities

- Activity 1 - *Take a Hike*, 69
- Activity 7 - *Home Sweet Home*, 77
- Activity 10 - *Go Fish*, 80

Post-site Activities

- Activity 10 - *Adopt a Tree*, 89
- Activity 12 - *The Great Kapok Caper*, 91

Science 3.4 - Students know and understand how organisms change over time in terms of biological evolution and genetics.

Presite Activities

- Trunk A - *Predator/Prey*
- Activity 1 - *Dear Deer*, 49

Trunk C - *Beaks, Feet and Feathers*

- Activity 2 - *Big Bird Book*, 60

Trunk B - *Nature's Specialists*

- Activity 1 - *Busy as a Beaver*, 55



Science 5.0 - Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.

Presite Activities

Trunk C - *Beaks, Feet and Feathers*, 62

Activity 4 - *Like Water off a Duck's Back*, 62

Visual Arts

Visual Arts 1.0 - Students recognize and use the visual arts as a form of communication.

Onsite Activities

Activity 2 - *Pet Rocks*, 71

Activity 9 - *Beaver Believers*, 79

Activity 11 - *Beggar Birds*, 80

Post-Site Activities

Activity 3 - *Nature Quilt*, 85

Visual Arts 2.0 - Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Presite Activities

Trunk A - Predator/Prey

Activity 1 - *Dear Deer*, 49

Visual Arts 3.0 - Students know and apply visual arts materials, tools, techniques, and processes.

Presite Activities

Trunk C - *Beaks, Feet and Feathers*

Activity 2 - *Big Bird Book*, 60

Activity 3 - *Just Ducky*, 61

Onsite Activities

Activity 2 - *Pet Rocks*, 71

Post-Site Activities

Activity 3 - *Nature Quilt*, 85

Activity 5 - *For the Birds*, 86

Activity 6 - *Cone Head Creatures*, 87

Activity 8 - *The Future is Us*, 88

Activity 9 - *It's A Beautiful World*, 88

Activity 10 - *Adopt A Tree*, 89

Activity 11 - *Nothing as Beautiful as a Tree*, 90

Activity 12 - *The Great Kapok Caper*, 91



Build A Beaver Lodge

Assessment

Meets Standards/Benchmarks:

- Science 3.0 Life Science: Characteristics of living things, diversity of life, and interaction of things with their environment
 - 3.1 Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment
- Geography 3.0 Physical and Human Characteristics of places
 - 3.1 Students know the physical processes that shape Earth's surface patterns.
 - 3.2 Students know the characteristics and distribution of physical systems of land, air, water, plants, and animals.

Strand; Concepts: *Interaction/Interdependence; Community, niche, ecosystem, food chain and food web

Assessment Objective:

Identify basic needs of food, water, shelter, and space in a suitable arrangement and some animals create habitat for others, i.e., pond for fish, wetlands surrounding a pond for birds

Score the activity by marking the bubble that best describes the student's level of achievement.

Student:	Class:	Grade:
1	The diorama has all basic needs displayed; food, water, shelter, and space. Other animals such as deer, elk, birds, insects and/or fish are present in the diorama. A variety of plants are depicted in the diorama. The beaver lodge is complete with entrances from underwater, stored food, and a beaver family.	
2	The diorama has all basic needs displayed; food, water, shelter, and space. No other animals are present in the diorama except beaver. Only food trees are evident in the diorama. The beaver lodge may lack some essential features, i.e., entrances, stored food, and beaver family.	
3	One or two of the basic needs are missing. The beaver lodge is incomplete or disconnected from the pond. The beaver are not in a family arrangement.	
4	More than two basic needs are missing. No lodge is evident. One or two beaver are evident.	

SCORING GUIDE





3

Prickly, Pokey Porcupines

Assessment

Meets Standards/Benchmarks:

Science 3.0 Life Science: Characteristics of living things, diversity of life, and interaction of things with their environment

3.1 Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment

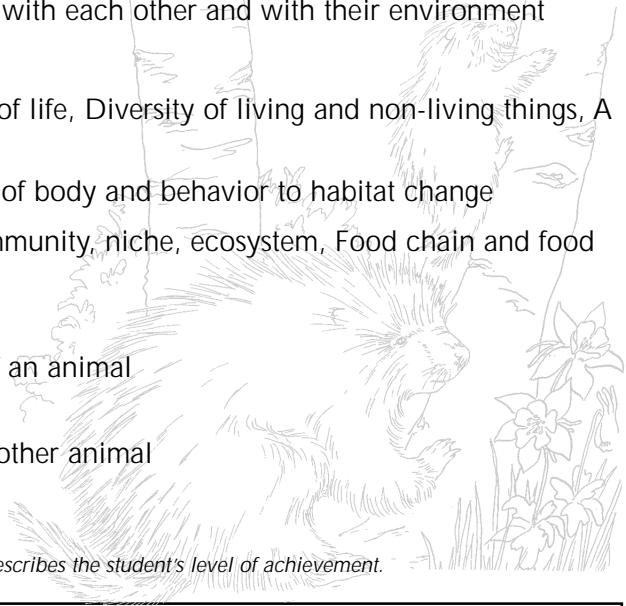
Strand; Concept:

- *Similarity/Variety; Characteristics of life, Diversity of living and non-living things, A sense of wonder
- *Adaptation/Evolution; Adaptation of body and behavior to habitat change
- *Interaction/Interdependence; Community, niche, ecosystem, Food chain and food web, Stewardship

Assessment Objective: Identify basic adaptations of an animal

Task: Using clay, create a porcupine or other animal discussed during pre-visit lesson

Score the activity by marking the bubble that best describes the student's level of achievement.



Student:	Class:	Grade:
1	<input type="radio"/> The model depicts a variety of adaptations and the student is able to explain how at least 4 of the adaptations benefit the animal.	
2	<input type="radio"/> The model depicts a variety of adaptations; however, the student is able to explain how at least 3 of the adaptations benefit the animal.	
3	<input type="radio"/> The model depicts a variety of adaptations; however, the student is able to explain how at least 2 of the adaptations benefit the animal.	
4	<input type="radio"/> The model depicts a variety of adaptations; however, the student is able to explain how only 1 adaptation benefits the animal.	

SCORING GUIDE

Map Mother Nature

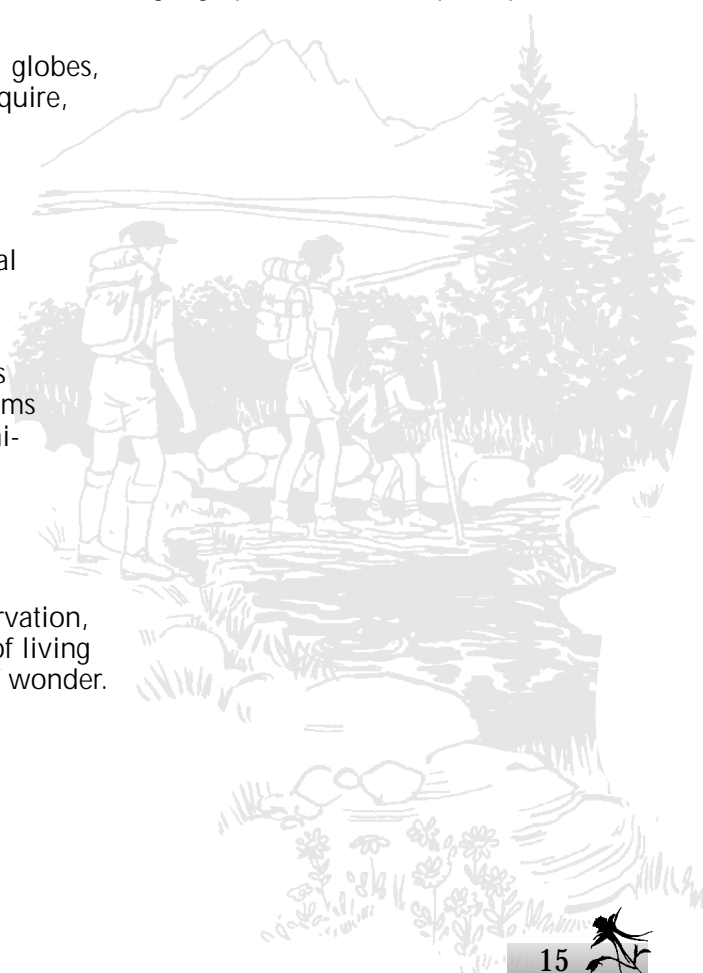
Meets Standards/Benchmarks:

- Science 1.0 Scientific Investigation: Identify & evaluate alternative explanations & procedures
 - 1.3 Using data based on observation to construct a reasonable explanation
 - 1.4 Communicating about investigations and explanations.

- Science 3.0 Life Science: Characteristics of living things, diversity of life, interaction of living things with their environment
 - 3.1 Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment

- Geography 1.0 Geographic Tools: use maps, globes & other geographic tools to acquire, process, & report information
 - 1.1 Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.

- Geography. 3.0 Students understand how physical processes shape Earth's surface patterns and systems.
 - 3.2 Students know the characteristics and distribution of physical systems of land, air, water, plants, and animals.



Strand; Concepts:

*Similarity/Variety; Sensory observation, Characteristics of life, Diversity of living and non-living things, A sense of wonder.



Assessment Objective:

Identify that a natural area is made up of a variety of living and non-living components

Task:

Group project: Using a map of a pre-selected area, mark location of and label where living and non-living components are found.

*Each group should not have more than 4 students and always accompanied by at least one adult.

Score the activity by marking the bubble that best describes the student's level of achievement.

Student:	Class:	Grade:
1	The group's map shows the location of at least 4 living and 4 non-living components. Each component is correctly labeled.	
2	The group's map shows the location of at least 3 living and 3 non-living components. Each component is correctly labeled.	
3	The group's map shows the location of at least 2 living and 2 non-living components. Each component is correctly labeled.	
4	The group's map shows the location of 2 or less living and non-living components; however, the components are incorrectly labeled or not labeled.	

SCORING GUIDE

Meets Standards/Benchmarks:

- Science 1.0 Scientific Investigation: Identify & evaluate alternative explanations & procedures
- 1.1 Asking questions and stating predictions (hypotheses) that can be addressed through scientific investigation
 - 1.3 Using data based on observation to construct a reasonable explanation
 - 1.4 Communicating about investigations and explanations.
- Science 3.0 Life Science: Characteristics of living things, diversity of life, and interaction of living things with their environment
- 3.1 Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment

Strand; Concepts:

*Similarity/Variety and Patterns; Sensory observation, Characteristics of life, Diversity of living and non-living things, sense of wonder

Assessment Objective:

Use the senses of sight, sound, touch and smell to identify a variety of components of nature

Task:

Make a picture journal of components of a selected site



Score the activity by marking the bubble that best describes the student's level of achievement.

Student:	Class:	Grade:	
4	<p>The student's journal depicts 5 or more components of nature, which they identified by using all four senses: sight, sound, touch and smell. The drawings shows that the student has identified at least two patterns in nature, i.e., color of an animal, sound of a birdcall, leaf arrangement on a stem.</p>		SCORING GUIDE
3	<p>The student's journal depicts 3 or 4 components of nature, which they identified by using all four senses: sight, sound, touch and smell. The drawings shows that the student has identified 1 or 2 patterns in nature, i.e., color of an animal, sound of a birdcall, leaf arrangement on a stem.</p>		
2	<p>The student's journal depicts 2 to 4 components of nature which they identified by using 3 or 4 of the four senses: sight, sound, touch and smell. The drawings shows that the student has identified patterns in nature, i.e., color of an animal, sound of a birdcall, leaf arrangement on a stem.</p>		
1	<p>The student's journal depicts 1 to 3 components of nature, which they identified by using 1 or 2 of the four senses: sight, sound, touch and smell. The drawings show no evidence the student recognizes patterns found in nature.</p>		



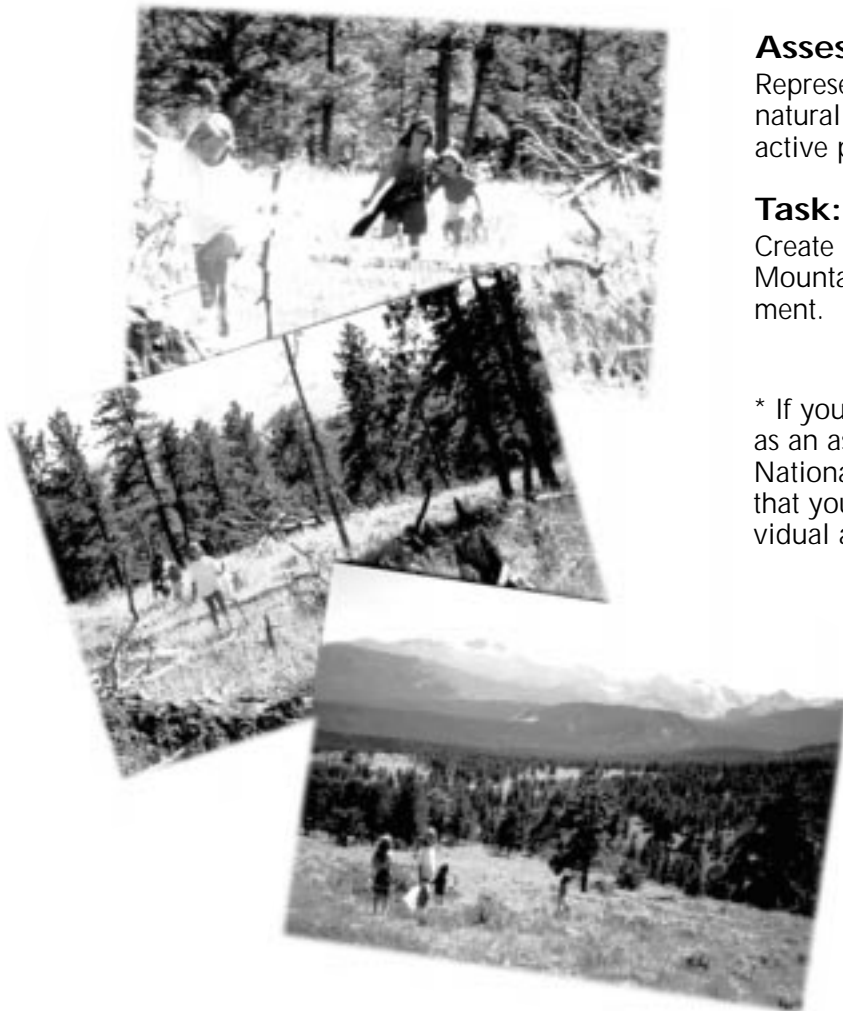
Picture Perfect

Meets Standards/Benchmarks:

- Read/Writing 2.0 Write and Speak for a Variety of Purposes
- 2.1 Write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.
- 2.2 Write and speak for audiences such as peer, teachers, and the community.

Strand; Concept:

- *Similarity/Variety; Diversity of living and non-living things, A sense of wonder
- *Patterns; Climate and ecosystem distribution
- *Adaptation/Evolution; Adaptation of body and behavior to habitat change
- *Interaction/ Interdependence; Community, niche, ecosystem, Stewardship



Assessment Objective:

Represent Rocky Mountain National Park as a natural environment in which humans play an active part.

Task:

Create a book or bulletin that presents Rocky Mountain National Park as a natural environment.

* If you choose to use either of these activities as an assessment tool for the Rocky Mountain National Park Experience then it is suggested that you assign the book or bulletin as an individual activity.



Score the activity by marking the bubble that best describes the student's level of achievement.

Student:	Class:	Grade:
4	<p>The product represents Rocky Mountain National Park as an environment in which a variety of animals interact with other animals, are reliant on plants, and interact positively and negatively with humans. Interaction, interdependence, patterns, and adaptation are evident. The student's written explanation describes the product, i.e., photo album, picture book, bulletin board.</p>	
3	<p>The product represents Rocky Mountain National Park as an environment in which a variety of animals interact with other animals, are reliant on plants, and interact either positively or negatively with humans. Interaction, interdependence, patterns, and adaptation are evident but limited to one or two species. The student's written explanation describes the product, i.e., photo album, picture book, bulletin board.</p>	
2	<p>The product represents Rocky Mountain National Park as an environment in which one or two species animals interact, show little reliance on plants, and do not interact either positively or negatively with humans. Interaction, interdependence, patterns, and adaptation are not evident. The student's written explanation inadequately describes the product, i.e., photo album, picture book, bulletin board.</p>	
1	<p>The product does not clearly represent Rocky Mountain National Park as an interactive environment. Interaction, interdependence, patterns, and adaptation are not evident. The student's written explanation does not describe the product, i.e., photo album, picture book, bulletin board.</p>	

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Meets Standards:

- Science 3.0 Life Science: Characteristics of living things, diversity of life, interaction of things with their environment
 - 3.1 Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment
- Read/Writing 2.0 Write and Speak for a Variety of Purposes
 - 2.1 Write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading.
 - 2.2 Write and speak for audiences such as peer, teachers, and the community.

Strand; Concepts:

- *Similarity/Variety; Sensory observation, Characteristics of life, A sense of wonder
- *Interaction/Interdependence; Community, niche, ecosystem

Assessment Objective:

Determine a students level of proficiency in understanding the niche of an organism within an ecosystem.

Task:

Create an organism to be placed within an ecosystem and dictate or write a statement about the organism.

Score the activity by marking the bubble that best describes the student's level of achievement.

Student:	Class:	Grade:
4	The organism the student has drawn or molded from clay is an organism that exists within the given ecosystem. The organism is depicted in its correct niche. The statement that accompanies the drawing or model accurately describes the organism. The student has used detail and descriptive words.	
3	The organism the student has drawn or molded from clay is an organism that exists within the given ecosystem. The placement of the organism does not correctly identify its niche. The statement that accompanies the drawing or model accurately describes the organism but lacks details and descriptive words.	
2	The organism the student has drawn or molded from clay is an organism that exists within the given ecosystem. The placement of the organism does not correctly identify its niche. The statement that accompanies the drawing or model does not accurately describes the organism and lacks details and descriptive words.	
1	The organism the student has drawn or molded from clay is not an organism that exists within the given ecosystem. The statement that accompanies the drawing or model does not accurately describes the organism and lacks details and descriptive words.	

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