

# curriculum descriptors

## MANAGING ENVIRONMENTAL RESOURCES (ACCESS 1)

### INTRODUCTION

Students who are working within Access 1 for whom a complete Access 1 unit is not appropriate will focus on Learning Targets and their related Success Criteria at an Experiential, Awareness or Participation level. Examples of targets are outlined in the descriptors that follow. These descriptors have been organised under the appropriate Access 1 unit title and then grouped using Performance Criteria as the Learning Targets.

Each unit at Access 1 is one of a set of units linked to a particular Access 2 unit.

### GENERAL INFORMATION

Managing Environmental Resources at Access 1 comprises of 5 units:

Developing an Environmental Area – Propagation.  
Developing an Environmental Area – Preparation.  
Developing an Environmental Area – Planting Out.

Monitoring and Maintaining an Environmental Area – Monitoring  
Monitoring and Maintaining an Environmental Area – Maintenance.

For students working within Access 1 examples of success criteria have been described for these units because they provide a range of useful targets for students at this stage of learning.

### RATIONALE

Managing Environmental Resources aims at Access 1 level to extend the classroom experience of the student into the outside world, and through practical activities to develop an interest in, as well as an awareness of the importance of the environment and the necessity of caring for it.

### CONTENT

#### **Access 1 Unit: Developing an Environmental Area - Propagation**

*Outcome: Propagate given plants*

This unit offers opportunities for students to be actively involved in the practical activities concerned with the propagation of plants

### **Access 1 Unit : Developing an Environmental Area - Preparation**

*Outcome: Prepare an environmental area for planting.*

This unit offers opportunities for students to be fully involved in the preparation of an area for planting.

### **Access 1 Unit: Developing an Environmental Area – Planting Out**

*Outcome: Plant out the area according to the given plan using safe working practices.*

The unit involves students in the practical activities involved in planting out an area.

### **Access 1 Unit: Monitoring and Maintaining an Environmental Area - Monitoring**

*Outcome: Observe and monitor a chosen environmental area.*

This unit offers opportunities for investigation and discovery, involving plants, animals and mini-beasts. Students should be enabled to keep a record of their discoveries.

### **Access 1 Unit: Maintaining**

*Outcome: Maintain the chosen environmental area over a period of time.*

This unit involves students in the practical activities involved in maintaining an environmental area.

## **CORE SKILLS**

The units listed lend themselves to the development of the core skills of:

Communication

Problem Solving

Numeracy

Working with Others.

## **Range statement**

The activities outlined in the learning targets should be set within the context of a chosen environmental area. The nature of the selected area may be determined by the physical situation of the school/ college and may range from containers for plants, to the use of growbags to the cultivation of the garden plot.

There is no limit to the range of plants and tools that may be used.

## **UNIT: DEVELOPING AN ENVIRONMENTAL AREA - PROPOGATION**

**Outcome: Propagate given plants.**

**PC(a) Learning Target: The selection of tools and materials is appropriate for the given task.**

### *Success Criteria*

P: With support selects from a given range, tools and materials appropriate to the allocated task.

A: Demonstrates awareness that specific tools and materials are necessary for the propagation of plants.

E: Actively experiences activities involving the selection of specific tools and materials to propagate plants.

**PC(b) Learning Target: The propagation of given plants is carried out effectively and according to safe working practices.**

### *Success Criteria*

P: With support participates in propagating given plants using tools and materials safely.

A: Demonstrates awareness of some of the different stages involved in propagating plants.

E: Actively experiences involvement in the different stages of propagating plants.

**PC(c) Learning Target: Tasks carried out are recorded accurately.**

### *Success Criteria*

P: With support, keeps a record of work undertaken.

## **UNIT: DEVELOPING AN ENVIRONMENTAL AREA - PREPARATION**

**Outcome: Prepare an environmental area for planting.**

**PC(a) Learning Target: The selection of tools and materials for preparing the environmental area is correct.**

### *Success Criteria*

P: With support, participates in selecting from a given range, two tools and two materials appropriate for preparing the area.

A: Demonstrates awareness that some tools and materials are necessary for preparing the area.

E: Actively experiences activities involving the selection of specific tools and materials for preparing an area.

**PC(b) Learning Target: The preparation of the given area for planting is effective and according to the plant requirements and safe working practices.**

*Success Criteria*

P: With support, participates with support in appropriately preparing the given area for planting using tools and materials safely.

A: Demonstrates awareness of some of the stages involved in the preparation of the given area for planting.

E: Actively experiences involvement in the different stages of preparing the given area for planting.

**PC(c) Learning Target: Tasks carried out are recorded accurately.**

*Success Criteria*

P: With support, participates in helping to keep a record of the work undertaken in the preparation of the given area.

**UNIT: DEVELOPING AN ENVIRONMENTAL AREA – PLANTING OUT**

**Outcome: Plant out the area according to the given plan, using safe working practices.**

**PC (a) Learning Target: The selection of tools and materials for planting out is appropriate.**

*Success Criteria*

P: With support, participates in selecting from a given range two tools and two materials appropriate for planting out.

A: Demonstrates awareness that some tools and materials are necessary for planting out.

E: Actively experiences activities involving the selection of specific tools and materials for planting out.

**PC(b) Learning Target: The planting of the given area is carried out safely and according to the given plan.**

*Success Criteria*

P: With support, participates with support in planting out the area safely according to the given plan.

A: Demonstrates awareness of some of the stages involved in planting out the area.

E: Actively experiences involvement in planting out the given area.

**PC(c) Learning Target: Tasks carried out are recorded accurately.**

*Success Criteria*

P: With support, participates in helping to keep a record of work undertaken in planting out the area according to the given plan.

## **Evidence**

These units are practical in nature involving plant propagation, ground preparation and planting out. Much of the evidence should be based on observation of the student undertaking the practical activities with support.

Videotaped evidence and photographic evidence of the environmental area during the various stages of development would also be useful.

## **UNIT: MONITORING AND MAINTAINING AN ENVIRONMENTAL AREA - MONITORING**

**Outcome: Observe and monitor a chosen environmental area.**

**PC(a) Learning Target: The main plants in the chosen area are identified correctly.**

### ***Success Criteria***

P: With support, participates by identifying two plants in the chosen area.

A: Demonstrates awareness of different plants in the chosen area.

E: Actively experiences, through a sensory approach, the plants in the chosen environmental area.

**PC(b) Learning Target: The main animals / mini-beasts in the chosen area are identified correctly.**

### ***Success Criteria***

P: With support participates by identifying an animal or mini-beast in the chosen environmental area.

A: Demonstrates awareness of animals or mini-beasts in the chosen environmental area.

E: Actively experiences, through a sensory approach, the animals and mini-beasts in the chosen environmental area.

**PC(c) Learning Target: A simple record of the plants and animals identified in the chosen environmental area is kept.**

### ***Success Criteria***

P: With support participates in helping to keep a simple record (photographs/pictures etc) of the plants and animals found in the chosen environmental area.

## **UNIT: MONITORING AND MAINTAINING AN ENVIRONMENTAL AREA; MAINTENANCE**

**Outcome: Maintain the chosen environmental area over a period of time.**

**PC(a) Learning Target: Maintenance tasks required are identified correctly.**

### ***Success Criteria***

P: With support, participates in identifying maintenance tasks.

A: Demonstrates awareness that certain maintenance tasks require to be carried out.

E: Actively experiences involvement in identifying maintenance tasks.

**PC(b) Learning Target: Correct tools for the particular maintenance tasks are selected.**

***Success Criteria***

P: With support. Participates by selecting, from given range, appropriate tools for maintenance tasks.

A: Demonstrates awareness that some tools are necessary for particular maintenance tasks.

E: Actively experiences involvement in the selection of specific tools for maintenance tasks.

**PC(c) Learning Target: Maintenance tasks are correctly carried out.**

***Success Criteria***

P: With support, participates in carrying out maintenance tasks correctly.

A: Demonstrates awareness of some of the stages involved in carrying out maintenance tasks.

E: Actively experiences involvement in maintenance tasks.

**PC (d) Learning Target: A simple record is kept of the maintenance tasks performed.**

***Success Criteria***

P: With support, participates, in helping to keep a record of the tasks performed.

**Evidence**

Observational report recorded by teacher/ lecturer.

Photographic/ Video evidence

Checklist of plants/ tools/ materials used.