



Exploring Merry Lea Sustainable Farm K-5th Standards Correlation

Indiana Academic Standards for Science (2016)

Kindergarten

Standard
K.PS.1 Plan and conduct an investigation using all senses to describe and classify different kinds of objects by their composition and physical properties. Explain these choices to others and generate questions about the objects.
K.LS.1 Describe and compare the growth and development of common living plants and animals.
K.LS.2 Describe and compare the physical features of common living plants and animals.
K.LS.3 Use observations to describe patterns of what plants and animals (including humans) need to survive.

1st Grade

Standard
1.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.

2nd Grade

Standard
2.LS.1 Determine patterns and behavior (adaptations) of parents and offspring which help offspring to survive.
2.LS.3 Classify living organisms according to variations in specific physical features (i.e. body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.

3rd Grade

Standard
3.LS.1 Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
3.LS.2 Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.
3.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4th Grade

Standard
4.LS.1 Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.
4.LS.2 Use evidence to support the explanation that a change in the environment may result in a plant or animal will survive and reproduce, move to a new location, or die
4.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in different ecosystems.

5th Grade

Standard

5.LS.2 Observe and classify common Indiana organisms as producers, consumers, decomposers, or predator and prey based on their relationships and interactions with other organisms in their ecosystem.

Indiana Environmental Literacy Guidelines for up to Grade 4

<u>Questioning, Analysis, and Interpretation</u>	<u>Knowledge of Environment Processes and Systems</u>	<u>Skills for Understanding and Addressing Environmental Issues</u>	<u>Personal and Community Action</u>
Develop questions that help them learn about organisms, objects, places, and relationships in the local environment, especially in nearby outdoor areas with which students have a personal connection.	Define a healthy ecosystem and list the components of one.	Identify environmental problems and issues in local environments and communities.	Connect with their local environment through a variety of positive outdoor experiences.
Locate and collect information about the environment and environmental topics by using tools, maps, technology, and basic field skills (observing, interviewing, measuring).	Be able to tell the difference between and give examples of natural, human influenced and human-built ecosystems in Indiana.	Identify some of the decisions and actions related to an issue and explain why those decisions and actions occurred.	Understand how their civic responsibilities promote personal actions that support their environment.
Develop and communicate simple explanations that address their questions.		Determine what types of citizen action are appropriate.	Understand what is meant by the term ‘environmental stewardship.’

Program Synopsis

In Exploring Merry Lea Sustainable Farm, students will use critical thinking skills correlated to Bloom’s Taxonomy. Students will create, evaluate, analyze, apply, understand, and remember knowledge by participating in group discussions and investigations. These are centered around trail exploration and farm stations focusing on diversity within habitats and impacts on ecosystems. Trail and farm activities are hands-on and inquiry based.