



## Nature's Recyclers 1<sup>st</sup>-5<sup>th</sup> Standards Correlation

### Indiana Academic Standards for Science (2016)

#### **1<sup>st</sup> Grade**

<b>Standard</b>
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.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.

#### **2<sup>nd</sup> Grade**

<b>Standard</b>
2.PS.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

#### **3<sup>rd</sup> Grade**

<b>Standard</b>
3.LS.2 Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.

#### **4<sup>th</sup> Grade**

<b>Standard</b>
4.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the natural environment and the natural environment on humans.
4.LS.2 Use evidence to support the explanation that a change in the environment may result in how a plant or animal will survive and reproduce, move to a new location, or die.

#### **5<sup>th</sup> Grade**

<b>Standard</b>
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**

<b><u>Questioning, Analysis, and Interpretation</u></b>	<b><u>Knowledge of Environment Processes and Systems</u></b>	<b><u>Skills for Understanding and Addressing Environmental Issues</u></b>	<b><u>Personal and Community Action</u></b>
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.	Identify possible causes of natural and human-made pollution.	Identify environmental problems and issues in local environments and communities.	Connect with their local environment through a variety of positive outdoor experiences.
Design simple investigations for both classroom and outdoor settings to help answer their questions. Their investigations will include making predictions, developing a hypothesis, making observations, and drawing conclusions.	Distinguish between renewable, non-renewable and recyclable resources.	Identify environmental problems and issues in local environments and communities.	Understand how their civic responsibilities promote personal actions that support their environment.
Locate and collect information about the environment and environmental topics by using tools, maps, technology, and basic field skills (observing, interviewing, measuring).	Identify possible causes of natural and human-made pollution.	Determine what types of citizen action are appropriate.	Help create simple but effective plans and take successful actions that will have positive consequences for their local environment.

**Program Synopsis**

In Nature’s Recyclers, students will use critical thinking skills correlated to Bloom’s Taxonomy. Students will create, evaluate, analyze, apply, understand, and remember knowledge by participating trail-based games and activities focused on recycling, decomposers and conservation that are hands-on and inquiry based. Students will also investigate and learn about Nature’s Recyclers by discovering a worm bin and talking about composting.