



## Trees are Terrific K-5<sup>th</sup> Standards Correlations

### Indiana Academic Standards for Science (2016)

#### Kindergarten

<b>Standard</b>
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.ESS.4 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
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.

#### 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.LS.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.
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.

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

<b>Standard</b>
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.

#### 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 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.



**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.	List sources of energy, and be able to tell the difference between renewable and non-renewable sources.	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.	Define a healthy ecosystem and list the components of one.	Identify sources of information on an environmental issue or problem and evaluate the reliability of the sources.	Understand how their civic responsibilities promote personal actions that support their environment.
Develop and communicate simple explanations that address their questions.	Describe and give examples of natural resources; e.g., water, minerals, soils, air, etc.	Describe how their own actions and those of others have affected an issue.	Help create simple but effective plans and take successful actions that will have positive consequences for their local environment.

**Program Synopsis**

In *Trees are Terrific*, 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 centered around trail exploration that focuses on animal and plant life in regard to seasonal changes, environmental impacts and differing habitats in a hands-on and inquiry based format.