



# Standards Correlations

## Autumn Adventures K -2nd

### Program Synopsis

Discover how animals and plants prepare for winter by observing evidence and using all 5 senses in the forests, meadows and wetlands at Merry Lea. Students think like a woodchuck, scamper like a squirrel, compare seeds' characteristics and more to experience how Indiana's wildlife is adapted to survive winter.

### Indiana Academic Standards for Science

#### Kindergarten

- 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.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

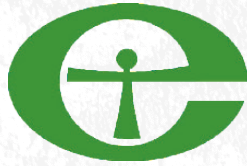
- 1.ESS.4** | Develop solutions that could be implemented to reduce the impact of humans on the land, water, air and/or other living things in the local environment.
- 1.LS.3** | Describe and compare the physical features of common living plants and animals.

#### 2nd Grade

- 2.LS.1** | Describe and compare the physical features of common living plants and animals.
- 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.

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## Indiana Environmental Literacy Guidelines

for up to 4th Grade

### Questioning, Analysis and Interpretation

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.

Locate and collect information about the environment and environmental topics by using tools, maps, technology and basic field skills (observing, interviewing, measuring).

### Knowledge of Environmental Process and Systems

Define a healthy ecosystem and list the components of one.

Give examples of how different organisms adapt to changes in their habitat.

Identify possible causes of natural and human-made pollution.

### Skills for Understanding and Addressing Environmental Issues

Identify environmental problems and issues in local environments and communities.

Identify some of the decisions and actions related to an issue and explain why those decisions and actions occurred.

### Personal and Community Action

Connect with their local environment through a variety of positive outdoor experiences.

Understand how their civic responsibilities promote personal actions that support their environment.

Document prepared by Merry Lea according to current [Indiana Academic Standards](#) from the Indiana Department of Education website and according to [Indiana Environmental Literacy Guidelines](#) from the Environmental Education Association of Indiana.