

Merry Lea Environmental Learning Center of Goshen College

Standards Correlations Nature's Recyclers 1st - 5th

Program Synopsis

We know about paper, plastic and glass, but how does nature recycle? Through interactive exploration, students visit forests, prairies, and wetlands to learn that everything in the natural world is eventually broken down into its basic parts. Get face-to-face with some wriggly recyclers, and discover why decomposition is such an important process in nature.

Indiana Academic Standards for Science

1st Grade

- **1.ESS.3** Observe a variety of soil samples and describe in words and pictures the soil properties in terms of color, particle size and shape, texture, and recognizable living and nonliving items.
- **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.2** Develop a model mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. Explore how those external parts could solve a human problem.
- **1.LS.3** Make observations of plants and animals to compare the diversity of life in different habitats.

2nd Grade

2.PS.1

Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

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3rd Grade

3.LS.2

Plan and conduct an investigation to determine the basic needs of plants to grow, develop and reproduce.

4th Grade

- **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.

5th Grade

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.

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Indiana Environmental Literacy Guidelines

for up to 4th Grade

Questioning, Analysis and Interpretation

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. 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

Distinguish between renewable, non-renewable and recyclable resources.

List sources of energy, and be able to tell the difference between renewable and non-renewable sources. 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. Describe how their own actions and those of others have affected an issue.

Identify and evaluate proposed solutions to an environmental issue and determine what types of citizen action are appropriate.

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. Help create simple but effective plans and take successful actions that will have positive consequences for their local environment.

Document prepared by Merry Lea according to current <u>Indiana Academic Standards</u> from the Indiana Department of Education website and according to <u>Indiana Environmental Literacy Guidelines</u> from the Environmental Education Association of Indiana.