



Standards Correlations

Winter Nature K - 8th

Program Synopsis

Enjoy the wonders of winter! Students explore how people, plants and animals cope with winter by using their senses in the wintry woods and meadows. Outdoors they search for signs of life and survival strategies used by native plants and animals. Indoors they warm up while engaging in fun and educational winter-themed activities.

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.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

- 1.LS.3** | Make observations of plants and animals to compare the diversity of life in different habitats.

2nd Grade

- 2.LS.1** | Determine patterns and behavior (adaptations) of parents and offspring which help offspring to survive.
- 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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3rd Grade

- 3.ESS.2** | Develop solutions that could be implemented to reduce the impact of weather related hazards.
- 3.LS.2** | Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.
- 3.LS.4** | Construct an argument that some animals form groups that help members survive.

4th Grade

- 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.

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.

8th Grade

- 8.LS.9** | Examine traits of individuals within a species that may give them an advantage or disadvantage to survive and reproduce in stable or changing environment.

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Indiana Environmental Literacy Guidelines

for up to 8th 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.

Design focused environmental investigations using appropriate measurements, observations and tools.

Knowledge of Environmental Process and Systems

Be able to tell the difference between and give examples of natural, human influenced and human-built ecosystems in Indiana.

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

Explain biodiversity and describe major ecosystems of Indiana.

Skills for Understanding and Addressing Environmental Issues

Identify different forms of action that citizens can take: actions in the economic, political, and legal spheres; actions designed to directly improve or maintain the environment; or actions that persuade others to take action.

Analyze the effects decisions, policies, and actions taken by individuals and groups on a particular issue have had on the elements, systems and processes of the environment.

Articulate and justify their own views on an issue based on information from a variety of credible sources and logical deduction.

Personal and Community Action

Develop a sense of place and understand their unique position in the global environment.

Create and put into action a personal plan for themselves and their families for effective environmental stewardship.

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.