

Indiana's Academic Standards and Our Interpretive Programs 2017-2018

The St. Joseph County Parks' interpretive programs help teachers fulfill many of Indiana's Academic Standards. Listed below are selected standards, followed by the programs which relate to them.

Kindergarten

Physical Science

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.

- Nature's Shapes and Sizes
- Sniff, Touch, Taste and Listen

Life Science

K.LS.2

Describe and compare the physical features of common living plants and animals.

- Nature's Shapes and Sizes
- Sniff, Touch, Taste and Listen
- Animal Friends

History: Historical Knowledge

K.1.1

Compare children and families of today with those from the past.

- Sugar Camp Safari

Geography: Physical Systems

K.3.5

Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.

- Sugar Camp Safari
- The Four Seasons

Reading

K.3.3

Identify characters, settings, and important events in a story.

- Little Sprouts' Nature Tails

K.3.5

Understand what is heard or seen by responding to questions (what, what, where.)

- Little Sprouts' Nature Tails

First Grade

Earth and Space Science:

- 1.ESS.2** Observe and compare properties of sand, clay, silt, and organic matter. Look for evidence of sand, clay, silt and organic matter as components of soil samples.
- Diggin' Soils
- 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.
- Diggin' Soils

Life Science:

- 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.
- Six-Legged Science
 - Ponder a Pond
- 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.
- Habitats: Who Lives Here and Why?
 - Six-Legged Science
 - Ponder a Pond
 - Animals Prepare for Winter
 - Night Life
- 1.LS.3** Make observations of plants and animals to compare the diversity of life in different habitats.
- Habitats: Who Lives Here and Why?
 - Six-Legged Science
 - Ponder a Pond
- 1.LS.4** Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- Habitats: Who Lives Here and Why?
 - Six-Legged Science
 - Ponder a Pond
 - Night Life

Second Grade

Life Science:

2.LS.2

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

- Six-Legged Science
- Ponder a Pond
- Night Life

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.

- Habitats: Who Lives Here and Why?
- Classify That Animal

Third Grade

Life Science:

3.LS.2

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

- Maple Syrup

3.LS.3

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

- Six-Legged Science
- Ponder a Pond
- Night Life
- Maple Syrup
- Animals Prepare for Winter

History:

3.1.1

Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.

- Maple Syrup

Fourth Grade

Life Science:

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.

- Six-Legged Science
- Ponder a Pond
- Night Life
- Maple Syrup
- Animals Prepare for Winter
- Rockin' Raptors
- Predator & Prey
- Swamp Stomp

History:

SS.4.1

Students will trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.

- Maple Syrup
- Pioneer Skills

Economics:

4.4.1

Give examples of the kinds of goods and services produced in Indiana in different historical periods.

- Maple Syrup
- Pioneer Skills

Fifth Grade

Life Science:

5.LS.1

Develop a model to describe the movement of matter among plants, animals, decomposers and the environment.

- Predator & Prey

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.

- Predator & Prey
- Rockin' Raptors

History:

5.1.1

Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

- **Maple Syrup**

5.1.3

Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

- **Maple Syrup**

Eighth Grade

History:

8.1.1

Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between the European settlers and these Native American groups.

- **Paddles from the Past**

Economics

8.4.1

Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

- **Paddles from the Past**

8.4.6

Trace the development of different kinds of money used in the United States.

- **Paddles from the Past**