

Indiana's Academic Standards and Our Interpretive Programs

2016-2017

The St. Joseph County Parks' interpretive programs help teachers fulfill many of Indiana's Academic Standards. Listed below are the standards met by each of our programs.

Animal Friends (PreK/K)

SCI.K.3 – Life Science: Observe living organisms, compare and contrast their characteristics, and ask questions about them.

SCI.K.3.2 Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.

The Four Seasons (PreK/K)

SCI.K.2 – Earth and Space Science: Observe, record, and recognize patterns and generate questions about night and day and the seasons.

SCI.K.2.3 Describe in words and pictures the changes in weather from month to month and season to season.

Nature's Shapes and Sizes (PreK/K)

SCI.K.1 – Physical Science: Observe, manipulate, sort and generate questions about objects and their physical properties.

SCI.K.1.1 Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

SCI.K.3 – Life Science: Observe living organisms, compare and contrast their characteristics, and ask questions about them.

SCI.K.3.2 Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.

SCI.K.3.3 Describe and compare living plants in terms of growth, parts, shape, size, color and texture.

Sniff, Touch, Taste and Listen (PreK/K)

SCI.K.1 – Physical Science: Observe, manipulate, sort and generate questions about objects and their physical properties.

SCI.K.1.1 Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

SCI.K.3 – Life Science: Observe living organisms, compare and contrast their characteristics, and ask questions about them.

SCI.K.3.2 Describe and compare living animals in terms of shape, texture of body covering, size, weight, color and the way they move.

SCI.K.3.3 Describe and compare living plants in terms of growth, parts, shape, size, color and texture.

Sugar Camp Safari (PreK-1st)

SCI.K.2 – Earth and Space Science: Observe, record, and recognize patterns and generate questions about night and day and the seasons.

SCI.K.2.3 Describe in words and pictures the changes in weather from month to month and season to season.

SCI.K.3 – Life Science: Observe living organisms, compare and contrast their characteristics, and ask questions about them.

SCI.K.3.3 Describe and compare living plants in terms of growth, parts, shape, size, color and texture.

SS.K.1 – History: Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

SS.K.1.1 Compare children and families of today with those in the past.

SS.K.3 – Geography: Students learn that maps and globes are different representations of the Earth’s surface and begin to explore the physical and human geographic characteristics of their school, neighborhood and community.

SS.K.3.5 Physical Systems: Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.

SCI.1.3 – Life Science: Observe, describe and ask questions about living things and their relationships to their environments.

SCI.1.3.3 Observe and explain that plants and animals have basic needs for growth and survival: plants need to take in water and need light, and animals need to take in water and food and have a way to dispose of waste.

SS.1.3 – Geography: Students will identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school and neighborhood.

SS.1.3.6 Physical Systems: Explain the effect of seasonal change on plants, animals, and people.

SS.1.3.9 Environment and Society: Give examples of natural resources found locally and describe how people in the school and community use these resources.

Habitats: Who Lives Here and Why (1st)

SCI.1.3 – Life Science: Observe, describe and ask questions about living things and their relationships to their environments.

SCI.1.3.1 Classify living organisms according to variations in specific physical features (e.g., body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.

SCI.1.3.3 Observe and explain that plants and animals have basic needs for growth and survival: plants need to take in water and need light, and animals need to take in water and food and have a way to dispose of waste.

SCI.1.3.4 Describe how animals’ habitats, including plants, meet their needs for food, water, shelter and an environment in which they can live.

Classify that Animal (1st)

SCI.1.3 – Life Science: Observe, describe and ask questions about living things and their relationships to their environments.

SCI.1.3.1 Classify living organisms according to variations in specific physical features (e.g., body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.

Diggin' Soils (1st)

SCI.1.2 – Earth and Space Science: Observe, describe and ask questions about soil components and properties.

SCI.1.2.1 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.

SCI.1.2.2 Choose, test and use tools to separate soil samples into component parts.

SCI.1.2.3 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.

SCI.1.2.4 Observe over time the effect of organisms like earthworms in the formation of soil from dead plants. Discuss the importance of earthworms in soil.

Six-Legged Science (1st-2nd)

SCI.1.3 – Life Science: Observe, describe and ask questions about living things and their relationships to their environments.

SCI.1.3.1 Classify living organisms according to variations in specific physical features (e.g., body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.

SCI.1.3.4 Describe how animals' habitats, including plants, meet their needs for food, water, shelter and an environment in which they can live.

SCI.2.3 – Life Science: Observe, ask questions about and describe how organisms change their forms and behaviors during their life cycles.

SCI.2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.

Animals Prepare for Winter (1st-2nd)

SCI.1.3 – Life Science: Observe, describe and ask questions about living things and their relationships to their environments.

SCI.1.3.1 Classify living organisms according to variations in specific physical features (e.g., body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.

SCI.1.3.4 Describe how animals' habitats, including plants, meet their needs for food, water, shelter and an environment in which they can live.

SCI.1.3.5 Observe and describe ways in which animals and plants depend on one another for survival.

SCI.1.4 – Science, Engineering and Technology: Determine properties of natural and man-made materials and their most important uses.

SCI.1.4.2 Choose two animals that build shelters within their habitats. Compare the shelters in terms of the materials and tools they use and the type and purpose of shelter they provide.

SCI.2.3 – Life Science: Observe, ask questions about and describe how organisms change their forms and behaviors during their life cycles.

Ponder a Pond (1st-4th)

SCI.1.3 – Life Science: Observe, describe and ask questions about living things and their relationships to their environments.

SCI.1.3.1 Classify living organisms according to variations in specific physical features (e.g., body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.

SCI.1.3.4 Describe how animals' habitats, including plants, meet their needs for food, water, shelter and an environment in which they can live.

SCI.1.3.5 Observe and describe ways in which animals and plants depend on one another for survival.

SCI.2.3 – Life Science: Observe, ask questions about and describe how organisms change their forms and behaviors during their life cycles.

SCI.2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles – including details of their body plan, structure and timing of growth, reproduction and death.

SCI.2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.

SCI.4.2 – Earth Science: Observe, investigate and give examples of ways that the shape of land changes over time. Describe how the supply of natural resources is limited and investigate ways that humans protect and harm the environment.

SCI.4.2.6 Describe ways in which humans have changed the natural environment. Explain if these changes have been detrimental or beneficial.

SCI.4.3 – Life Science: Observe, describe and ask questions about structures of organisms and how they affect their growth and survival.

SCI.4.3.4 Describe a way that a given plant or animal might adapt to a change arising from a human or non-human impact on its environment.

Maple Syrup (2nd & up)

SCI.2.4 – Science, Engineering and Technology: Describe how technologies have been developed to meet human needs.

SCI.2.4.2 Identify technologies developed by humans to meet human needs. Investigate the limitations of technologies and how they have improved quality of life.

SCI.3.3 – Life Science: Observe, describe and ask questions about plant growth and development.

SCI.3.3.1 Identify the common structures of a plant including its roots, stems, leaves, flowers, fruits and seeds. Describe their functions.

SCI.6.3 – Life Science: Describe that all organisms, including humans, are part of complex systems found in all biomes (i.e. freshwater, marine, forest, desert, grassland, and tundra). Understand that the major source of energy for ecosystems is light produced by major nuclear reactions in the sun.

SCI.6.3.6 Recognize that plants use energy from the sun to make sugar (i.e. glucose) by the process of photosynthesis.

SS.2.1 – History: Students will differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

SS.3.1 – History: Students will describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

SS.3.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.

SS.4.1 – History: Students will trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.

SS.4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

SS.4.4 – Economics: Students will study and compare the characteristics of Indiana’s changing economy in the past and present.

SS.4.4.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.

SS.5.1 – History: Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

SS.5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

SS.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.

Rockin’ Raptors (4th-6th)

SCI.4.2 – Earth Science: Observe, investigate and give examples of ways that the shape of land changes over time. Describe how the supply of natural resources is limited and investigate

ways that humans protect and harm the environment.

SCI.4.2.6 Describe ways in which humans have changed the natural environment.
Explain if these changes have been detrimental or beneficial.

SCI.4.3 – Life Science: Observe, describe and ask questions about structures of organisms and how they affect their growth and survival.

SCI.5.3 – Life Science: Observe, describe and ask questions about how changes in one part of an ecosystem create changes in other parts of the ecosystem.

SCI.5.3.1 Observe and classify common Indiana organisms as producers, consumers, decomposers, predator and prey based on their relationships and interactions with other organisms in their ecosystem.

SCI.6.3 – Life Science: Describe that all organisms, including humans, are part of complex systems found in all biomes (i.e. freshwater, marine, forest, desert, grassland, and tundra). Understand that the major source of energy for ecosystems is light produced by major nuclear reactions in the sun.

SCI.6.3.1 Describe specific relationships (i.e. predator and prey, consumer and producer, and parasite and host) between organisms and determine whether these relationships are competitive or mutually beneficial.

SCI.6.3.3 Describe how certain biotic and abiotic factors – such as predators, quantity of light and water, range of temperatures and soil composition – can limit the number of organisms an ecosystem can support.

Predator & Prey (4th-6th)

SCI.4.3 – Life Science: Observe, describe and ask questions about structures of organisms and how they affect their growth and survival.

SCI.5.3 – Life Science: Observe, describe and ask questions about how changes in one part of an ecosystem create changes in other parts of the ecosystem.

SCI.5.3.1 Observe and classify common Indiana organisms as producers, consumers, decomposers, predator and prey based on their relationships and interactions with other organisms in their ecosystem.

SCI.5.3.2 Investigate the action of different decomposers and compare their role in an ecosystem with that of producers and consumers.

SCI.6.3 – Life Science: Describe that all organisms, including humans, are part of complex systems found in all biomes (i.e. freshwater, marine, forest, desert, grassland, and tundra). Understand that the major source of energy for ecosystems is light produced by major nuclear reactions in the sun.

SCI.6.3.1 Describe specific relationships (i.e. predator and prey, consumer and producer, and parasite and host) between organisms and determine whether these relationships are competitive or mutually beneficial.

SCI.6.3.3 Describe how certain biotic and abiotic factors – such as predators, quantity of light and water, range of temperatures and soil composition – can limit the number of organisms an ecosystem can support.

Swamp Stomp (4th & up)

SCI.4.2 – Earth Science: Observe, investigate and give examples of ways that the shape of land changes over time. Describe how the supply of natural resources is limited and investigate ways that humans protect and harm the environment.

SCI.4.2.6 Describe ways in which humans have changed the natural environment. Explain if these changes have been detrimental or beneficial.

SCI.5.3 – Life Science: Observe, describe and ask questions about how changes in one part of an ecosystem create changes in other parts of the ecosystem.

SCI.6.3 – Life Science: Describe that all organisms, including humans, are part of complex systems found in all biomes (i.e. freshwater, marine, forest, desert, grassland, and tundra). Understand that the major source of energy for ecosystems is light produced by major nuclear reactions in the sun.

Pioneer Skills (4th-5th)

SS.4.1 – History: Students will trace the historical periods, places, people, events and movements that have led to the development of Indiana as a state.

SS.4.4 – Economics: Students will study and compare the characteristics of Indiana’s changing economy in the past and present.

SS.4.4.1 Give examples of the kinds of goods and services produced in Indiana in different historical periods.

Paddles from the Past (7th-8th)

SS.8.1 – History: Students examine the relationship and significance of themes, concepts and movements in the development of United States, history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

SS.8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.

SS.8.4 – Economics: Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of the Reconstruction.

SS.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.

SS.8.4.6 Trace the development of different kinds of money used in the United States.