FIELD TRIP THEMES & INDIANA ACADEMIC STANDARDS

Field trips are offered to the age groups listed and have been designed to incorporate particular state standards for applicable grades. Please refer to the chart for field trips which incorporate Indiana Academic State Standards for preschool through fifth grade. Please note that you may choose any field trip for your group as long as the students meet the age requirement.

NATURE THEMES WHICH INCORPORATE INDIANA ACADEMIC STATE STANDARDS BY GRADE

THEME	PRESCHOOL	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
ANIMAL HOMES	✓	✓					
BIRDS & BINOCULARS		✓	✓	✓	✓	✓	✓
BUGS & BUTTERFLIES	✓	✓		✓		✓	✓
FURRY CRITTERS		✓		✓	✓	✓	✓
LIFE IN THE POND		✓		✓	✓	✓	✓
MAPLE SYRUP		✓	✓		✓	✓	✓
OPERATION CONSERVATION			✓		✓	✓	
REPTILES & AMPHIBIANS	✓	✓		✓	✓	✓	✓
SOIL & ROCKS	✓		✓			✓	
THE WONDERS OF WATER			✓	✓	✓	✓	
WACKY WEATHER	✓		✓			✓	
WILDERNESS SURVIVAL			✓	✓			✓

Animal Homes

PRESCHOOL:

- SC3.1 – Demonstrate awareness of life. Discriminate between living organisms and non-living objects. Ask questions and conduct investigations to understand life science.
- SC5.1 – Observe with a focus on details. Use simple tools to extend investigations. Identify self and/or own actions as scientific. Discuss ways that people can affect the environment in positive and negative ways. Independently use simple tools to conduct an investigation to increase understanding. Engage in a scientific experiment with peers. Communicate results of an investigation.

KINDERGARTEN:

- 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.

Birds & Binoculars

KINDERGARTEN:

- 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.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.
- 1.3.6 – Explain the effect of seasonal change on plants, animals, and people.

2ND GRADE:

- 2.LS.1 – Determine patterns and behavior (adaptations) of parents and offspring which help offspring to survive.
- 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.

3RD GRADE:

- 3.LS.1 – Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 3.LS.4 – Construct an argument that some animals form groups that help members survive.

4TH GRADE:

- 4.LS.1 – Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.
- 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.

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.

Bugs & Butterflies

PRESCHOOL:

- SC3.1 – Ask questions and conduct investigations to understand life science.

KINDERGARTEN:

- KLS.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 need to survive.

2ND GRADE:

- 2.LS.1 – Determine patterns of behavior (adaptations) of parents and offspring which help offspring to survive.
- 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.

4TH GRADE:

- 4.LS.1 – Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.
- 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.

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 ecosystems.

Fuzzy Critters: All about Mammals

KINDERGARTEN:

- 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.

2ND GRADE:

- 2.LS.1 – Determine patterns of behavior (adaptations) of parents and offspring which help offspring to survive.
- 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.

3RD GRADE:

- 3.LS.1 – Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 3.LS.3 – Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 3.LS.4 – Construct an argument that some animals form groups that help members survive.

4TH GRADE:

- 4.LS.1 – Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.
- 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.

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.

Life in the Pond

KINDERGARTEN:

- 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.

2ND GRADE:

- 2.LS.1 – Determine patterns and behavior (adaptations) of parents and offspring which help offspring to survive.
- 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. Geography
- 2.3.1 – Use a compass to identify cardinal and intermediate direction and to locate places on maps and places in the classroom, school and community. Cardinal directions: north, south, east and west. Intermediate directions: northeast, southeast, northwest, and southwest.

3RD GRADE:

- 3.LS.1 – Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 3.LS.3 – Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4TH GRADE:

- 4.LS.1 – Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.
- 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.
- 4.3.6 Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere).

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.
- Geography: Environment and Society 5.3.11 – Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment. Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses, and dugouts.

Maple Syrup

KINDERGARTEN:

- 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:

- Geography: Physical Systems 1.3.6 – Explain the effect of seasonal change on plants, animals, and people.
- Geography: Environment and Society 1.3.9 – Give examples of natural resources found locally and describe how people in the school and community use these resources. Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.

3RD GRADE:

- 3.LS.2 – Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce.
- 3.LS.3 – Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4TH GRADE:

- 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.

5TH GRADE:

- Geography: Environment and Society 5.3.11 – Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment. Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses, and dugouts.

Operation Conservation

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.
- Geography: Environment and Society 1.3.9 – Give examples of natural resources found locally and describe how people in the school and community use these resources. Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.

3RD GRADE:

- Geography: Environment and Society 3.3.12 – Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.

4TH GRADE:

- 4.LS.2 – Use evidence to support the explanation that a change in the environment will result in a plant or animal surviving and reproducing, moving to a new location, or dieing.
- Geography: Physical Systems 4.3.7 – Explain the effect of the Earth/sun relationship on the climate of Indiana. Examples: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.

Reptiles & Amphibians

PRESCHOOL:

- SC3.1 – Ask questions and conduct investigations to understand life science.

KINDERGARTEN:

- 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.

2ND GRADE:

- 2.LS.1 – Determine patterns and behavior (adaptations) of parents and offspring which help offspring to survive.
- 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.

3RD GRADE:

- 3.LS.1 – Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 3.LS.3 – Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 3.LS.4 – Construct an argument that some animals form groups that help members survive.

4TH GRADE:

- 4.LS.1 – Observe, analyze, and interpret how offspring are very much, but not exactly, like their parents or one another. Describe how these differences in physical characteristics among individuals in a population may be advantageous for survival and reproduction.
- 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.

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.

Soil & Rocks

PRESCHOOL:

- SC2.1 – Describe various earth materials. Classify various earth materials. Describe how the Earth's surface is made up of different materials.

1ST GRADE:

- 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.
- 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.

4TH GRADE:

- Geography: Physical Systems 4.3.6 – Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere). Lithosphere: the soil and rock that form Earth's surface. Hydrosphere: all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation). Biosphere: all plants and animals.

The Wonders of Water

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.
- 1.3.5 – Summarize weather patterns in the community, including temperature, precipitation, cloud cover and the amount of sunlight during the different seasons of the year.
- 1.3.9 – Give examples of natural resources found locally and describe how people in the school and community use these resources. Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.

2ND GRADE:

- 2.ESS.3 – Investigate how wind or water change the shape of land and design solutions for prevention.
- 2.ESS.4 – Obtain information to identify where water is found on Earth and that it can be solid or liquid.

3RD GRADE:

- Geography: Environment and Society 3.3.12 – Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.
- 4th grade: Geography: Physical Systems 4.3.6 – Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere). Lithosphere: the soil and rock that form Earth's surface. Hydrosphere: all the water on Earth's surface, including the hydrologic cycle (precipitation, evaporation, and condensation). Biosphere: all plants and animals.

Wacky Weather

PRESCHOOL:

- SC2.2 – Communicate awareness of seasonal changes. Describe weather conditions using correct terminology. Describe how weather changes.

1ST GRADE:

- Geography: Physical Systems 1.3.6 – Explain the effect of seasonal change on plants, animals, and people.
- Geography: Environment and Society 1.3.9 – Give examples of natural resources found locally and describe how people in the school and community use these resources. Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.

4TH GRADE:

- Geography: Physical Systems 4.3.7 – Explain the effect of the Earth/sun relationship on the climate of Indiana. Examples: Describe seasonal changes and use USDA hardiness zone maps to select plants and trees for a community park.

Wilderness Survival

1ST GRADE:

- Geography: The World in Spatial Terms 1.3.1 – Identify the cardinal directions (north, south, east, west) on maps and globes.
- Physical Systems 1.3.6 – Explain the effect of seasonal change on plants, animals, and people.
- Environment and Society 1.3.9 – Give examples of natural resources found locally and describe how people in the school and community use these resources. Example: Water is used for cooking and drinking; trees are used to make paper and provide shelter; and soil is used to grow plants which can provide food.

2ND GRADE:

- Geography: The World in Spatial Terms 2.3.1 – Use a compass to identify cardinal and intermediate direction and to locate places on maps and places in the classroom, school and community. Cardinal directions: north, south, east and west. Intermediate directions: northeast, southeast, northwest, and southwest.
- Environment and Society 2.3.8 – Identify ways that recreational opportunities influence human activity in the community. Example: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.

5TH GRADE:

- Geography: Environment and Society 5.3.11 – Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment. Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses, and dugouts.