Lincoln Marsh Nature Discovery Programs

Correlations to Next Generation Science Standards (NGSS)

KINDERGARTEN

FT: Mouse Walk

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

FT: Nature's Recyclers

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

O: Winter Adaptations

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

O: Marsh Mysteries

- **K-LS1-1.** Use observations to describe patterns of what plants and animals (including humans) need to survive.
- **K-ESS3-1.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

1ST GRADE

FT: Insectmania

- **1-LS1-1.** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **1-LS3-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

FT: Terrific Trees

- **1-LS1-1.** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **1-LS3-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

O: Insect Investigations

- **1-LS1-1.** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **1-LS3-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

FT=Field Trip, O=Outreach

1ST GRADE (continued)

O: Who's the Wise Bird?

- **1-LS1-1.** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- **1-LS1-2.** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **1-LS3-1.** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

2ND GRADE

FT: A Plant's Life

- **2-LS2-1.** Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- **2-LS2-2.** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- **2-LS4-1.** Make observations of plants and animals to compare the diversity of life in different habitats.

FT: Habitat Hike

- **2-LS4-1.** Make observations of plants and animals to compare the diversity of life in different habitats.

3RD GRADE

FT: Wetland Ecology (Water Quality)

- **3-LS1-1.** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- **3-LS4-3.** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- **3-LS4-4.** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

FT: Wetland Ecology (Flood Control)

- **3-LS4-4.** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- **3-ESS3-1.** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

4TH GRADE

FT: All About Birds

- **4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

O: Animal Adaptations

- **4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

5TH GRADE

FT/O: Web of Life

- **5-PS3-1.** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
- **5-LS2-1.** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

FT=Field Trip, O=Outreach