



# Field Trip NGSS Standards Overview



## Animals Live!

Grade	Creature Feature	Everglades Expedition	Reptiles are Cool	Vanishing Wildlife
K	SC.K.L.14.2, SC.K.L.14.3	SC.K.L.14.1	SC.K.N.1.2, SC.K.P.12.1, SC.K.L.14.1, SC.K.L.14.2, SC.K.L.14.3	N/A
1	SC.1.L.14.1, SC.1.L.17.1	SC.1.L.17.1	SC.1.L.14.1, SC.1.L.17.1	SC.1.L.17.1
2	SC.2.L.17.1, SC.2.L.17.2	SC.2.E.7.1, SC.2.L.17.1, SC.2.L.17.2	SC.2.L.17.1, SC.2.L.17.2	SC.2.L.17.1, SC.2.L.17.2
3	SC.3.L.15.1	SC.3.L.17.1	SC.3.L.15.1	N/A
4	SC.4.L.16.2, SC.4.L.17.4	SC.4.L.17.4	SC.4.L.17.4	SC.4.L.17.4
5	SC.5.L.17.1	SC.5.L.17.1	SC.5.L.17.1	N/A
6	N/A	SC.6.E.7.6	N/A	N/A
7	SC.7.E.6.6	SC.7.E.6.6	SC.7.E.6.6, SC.7.L.17.3	SC.7.E.6.6, SC.7.L.17.3
8	N/A	N/A	N/A	N/A
9-12	SC.912.L.17.8	SC.912.L.17.4, SC.912.L.17.8, SC.912.L.17.16	SC.912.L.17.8	SC.912.L.17.8, SC.912.L.17.20

## Mission: Zoo Possible

Danger!	Amazon
SC.K.N.1.1, SC.K.N.1.3, SC.K.L.14.3	SC.K.N.1.3, SC.K.N.1.5
SC.1.L.17.1	SC.1.N.1.1, SC.1.N.1.3, SC.1.E.6.2, SC.1.L.17.1
SC.2.L.17.1	SC.2.N.1.1, SC.2.E.7.3, SC.2.L.17.1
N/A	SC.3.N.1.1, SC.3.N.1.3, SC.3.P.9.1, SC.3.L.17.2
SC.4.L.17.4	SC.4.N.1.1, SC.4.L.17.4
SC.5.L.14.2, SC.5.L.17.1	SC.5.E.7.1, SC.5.E.7.5
N/A	N/A
SC.7.E.6.6, SC.7.L.17.1, SC.7.L.17.2, SC.7.L.17.3	SC.7.E.6.6, SC.7.L.17.3
N/A	SC.8.N.4.2, SC.8.L.18.2
SC.912.L.17.6, SC.912.L.17.8, SC.912.L.17.20	SC.912.L.17.8, SC.912.L.17.10, SC.912.L.17.18, SC.912.L.17.20

## Wildlife Discovery Classroom

Grade	Animal Families	Built for Survival	Classified Information	Sensational Senses
K	SC.K.L.14.2, SC.K.L.14.3	SC.K.N.1.2, SC.K.L.14.3	SC.K.N.1.2, SC.K.L.14.3	SC.K.N.1.2, SC.K.L.14.1, SC.K.L.14.3
1	SC.1.L.14.1	SC.1.L.14.1, SC.1.L.17.1	SC.1.L.14.1	SC.1.L.14.1
2	N/A	SC.2.L.17.1, SC.2.L.17.2	N/A	SC.2.L.17.2
3	SC.3.L.15.1	SC.3.L.17.1	SC.3.L.15.1	N/A
4	SC.4.L.16.2, SC.4.L.17.4	SC.4.L.16.2, SC.4.L.17.4	SC.4.L.17.4	SC.4.L.16.2, SC.4.L.17.4
5	SC.5.L.17.1	SC.5.L.17.1	SC.5.L.17.1	SC.5.L.17.1
6	N/A	N/A	SC.6.L.15.1	N/A
7	SC.7.L.17.3	SC.7.E.6.6, SC.7.L.17.3	SC.7.E.6.6, SC.7.L.17.3	N/A
8	N/A	N/A	N/A	N/A
9-12	N/A	SC.912.L.17.18	SC.912.L.15.3, SC.912.L.15.6, SC.912.L.15.7, SC.912.L.17.8, SC.912.L.17.18, SC.912.L.17.20	N/A

## Immersion Excursion

Immersion Excursion
SC.K.L.14.1, SC.K.L.14.3
SC.1.L.17.1
SC.2.L.14, SC.2.L.17, SC.2.L.17.1
N/A
SC.4.L.17.4
SC.5.L.17.1
N/A
SC.7.E.6.6
SC.8.L.18
SC.912.L.17.8, SC.912.L.17.20



# Field Trip NGSS Standards



## *Animals Live!* (Outdoor presentation with up to 6 animals)

Grade	Creature Feature	Everglades Expedition	Reptiles are Cool!	Vanishing Wildlife
Kindergarten	<ul style="list-style-type: none"> <li>Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. (SC.K.L.14.2)</li> <li>Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the five senses and related body parts. (SC.K.L.14.1)</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of the natural world and know that they are descriptors collected using the five senses. (SC.K.N.1.2)</li> <li>Investigate that things move in different ways, such as fast, slow, etc. (SC.K.P.12.1)</li> <li>Recognize the five senses and related body parts. (SC.K.L.14.1)</li> <li>Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. (SC.K.L.14.2)</li> <li>Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3)</li> </ul>	
Grade 1	<ul style="list-style-type: none"> <li>Make observations of living things and their environment using the five senses (SC.1.L.14.1)</li> <li>Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (SC.1.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (SC.1.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of living things and their environment using the five senses (SC.1.L.14.1)</li> <li>Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (SC.1.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (SC.1.L.17.1)</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>Compare and contrast the basic needs that all living things, including humans, have for survival. (SC.2.L.17.1)</li> <li>Recognize and explain that living things are found all over Earth, but each is only able to</li> </ul>	<ul style="list-style-type: none"> <li>Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season. (SC.2.E.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the basic needs that all living things, including humans, have for survival. (SC.2.L.17.1)</li> <li>Recognize and explain that living things are found all over Earth, but each is only able to</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the basic needs that all living things, including humans, have for survival. (SC.2.L.17.1)</li> <li>Recognize and explain that living things are found all over Earth, but each is only able to</li> </ul>

Grade	Creature Feature	Everglades Expedition	Reptiles are Cool!	Vanishing Wildlife
	live in habitats that meet its basic needs. (SC.2.L.17.2)	<ul style="list-style-type: none"> <li>• Compare and contrast the basic needs that all living things, including humans, have for survival. (SC.2.L.17.1)</li> <li>• Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. (SC.2.L.17.2)</li> </ul>	live in habitats that meet its basic needs. (SC.2.L.17.2)	live in habitats that meet its basic needs. (SC.2.L.17.2)
Grade 3	<ul style="list-style-type: none"> <li>• Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors. (SC.3.L.15.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how animals and plants respond to changing seasons. (SC.3.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors. (SC.3.L.15.1)</li> </ul>	
Grade 4	<ul style="list-style-type: none"> <li>• Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. (SC.4.L.16.2)</li> <li>• Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1)</li> </ul>	
Grade 6		<ul style="list-style-type: none"> <li>• Differentiate between weather and climate. (SC.6.E.7.6)</li> </ul>		
Grade 7	<ul style="list-style-type: none"> <li>• Identify the impact that</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the impact that</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the impact that</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the impact that</li> </ul>

Grade	Creature Feature	Everglades Expedition	Reptiles are Cool!	Vanishing Wildlife
	<p>humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. (SC.7.E.6.6)</p>	<p>humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. (SC.7.E.6.6)</p>	<p>humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. (SC.7.E.6.6)</p> <ul style="list-style-type: none"> <li>Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites. (SC.7.L.17.3)</li> </ul>	<p>humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. (SC.7.E.6.6)</p> <ul style="list-style-type: none"> <li>Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites. (SC.7.L.17.3)</li> </ul>
<b>Grade 8</b>				
<b>Grades 9-12</b>	<ul style="list-style-type: none"> <li>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species. (SC.912.L.17.8)</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes in ecosystems resulting from seasonal variations, climate change and succession. (SC.912.L.17.4)</li> <li>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species. (SC.912.L.17.8)</li> <li>Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution. (SC.912.L.17.16)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species. (SC.912.L.17.8)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species. (SC.912.L.17.8)</li> <li>Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability. (SC.912.L.17.20)</li> </ul>

**Wildlife Discovery Classroom** (Indoor presentation with 3 animals and biofacts)

Grade	Animal Families	Built for Survival	Classified Information	Sensational Senses
Kindergarten	<ul style="list-style-type: none"> <li>Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. (SC.K.L.14.2)</li> <li>Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3)</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of the natural world and know that they are descriptors collected using the five senses. (SC.K.N.1.2)</li> <li>Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3)</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of the natural world and know that they are descriptors collected using the five senses. (SC.K.N.1.2)</li> <li>Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3)</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of the natural world and know that they are descriptors collected using the five senses. (SC.K.N.1.2)</li> <li>Recognize the five senses and related body parts. (SC.K.L.14.1)</li> <li>Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3)</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Make observations of living things and their environment using the five senses (SC.1.L.14.1)</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of living things and their environment using the five senses (SC.1.L.14.1)</li> <li>Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (SC.1.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of living things and their environment using the five senses (SC.1.L.14.1)</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of living things and their environment using the five senses (SC.1.L.14.1)</li> </ul>
Grade 2		<ul style="list-style-type: none"> <li>Compare and contrast the basic needs that all living things, including humans, have for survival. (SC.2.L.17.1)</li> <li>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. (SC.2.L.17.2)</li> </ul>		<ul style="list-style-type: none"> <li>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. (SC.2.L.17.2)</li> </ul>
Grade 3	<ul style="list-style-type: none"> <li>Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and</li> </ul>	<ul style="list-style-type: none"> <li>Describe how animals and plants respond to changing seasons. (SC.3.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates,</li> </ul>	

Grade	Animal Families	Built for Survival	Classified Information	Sensational Senses
	invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors. (SC.3.L.15.1)		those having live births and those which lay eggs) according to their physical characteristics and behaviors. (SC.3.L.15.1)	
Grade 4	<ul style="list-style-type: none"> <li>• Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. (SC.4.L.16.2)</li> <li>• Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. (SC.4.L.16.2)</li> <li>• Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. (SC.4.L.16.2)</li> <li>Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1)</li> </ul>
Grade 6			<ul style="list-style-type: none"> <li>• Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains. (SC.6.L.15.1)</li> </ul>	
Grade 7	<ul style="list-style-type: none"> <li>• Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. (SC.7.E.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. (SC.7.E.6.6)</li> <li>• Describe and investigate</li> </ul>	

Grade	Animal Families	Built for Survival	Classified Information	Sensational Senses
	(SC.7.L.17.3)	<ul style="list-style-type: none"> <li>Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites. (SC.7.L.17.3)</li> </ul>	various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites. (SC.7.L.17.3)	
Grade 8				
Grades 9-12		<ul style="list-style-type: none"> <li>Describe how human population size and resource use relate to environmental quality. (SC.912.L.17.18)</li> </ul>	<ul style="list-style-type: none"> <li>Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction. (SC.912.L.15.3)</li> <li>Discuss distinguishing characteristics of the domains and kingdoms of living organisms. (SC.912.L.15.6)</li> <li>Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples. (SC.912.L.15.7)</li> <li>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species. (SC.912.L.17.8)</li> <li>Describe how human population size and resource use relate to environmental quality. (SC.912.L.17.18)</li> <li>Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.</li> </ul>	

Grade	Animal Families	Built for Survival	Classified Information	Sensational Senses
			(SC.912.L.17.20)	

***Mission: Zoo Possible*** (Guided tour investigating environmental science)

Grade	Danger! Danger! Endangered! (Asia)	Amazon Adventure
Kindergarten	<ul style="list-style-type: none"> <li>• Collaborate with a partner to collect information. (SC.K.N.1.1)</li> <li>• Keep records as appropriate -- such as pictorial records -- of investigations conducted. (SC.K.N.1.3)</li> <li>• Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Keep records as appropriate -- such as pictorial records -- of investigations conducted. (SC.K.N.1.3)</li> <li>• Recognize that learning can come from careful observation. (SC.K.N.1.5)</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>• Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (SC.1.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. (SC.1.N.1.1)</li> <li>• Keep records as appropriate - such as pictorial and written records - of investigations conducted. (SC.1.N.1.3)</li> <li>• Describe the need for water and how to be safe around water. (SC.1.E.6.2)</li> <li>• Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (SC.1.L.17.1)</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>• Compare and contrast the basic needs that all living things, including humans, have for survival. (SC.2.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations. (SC.2.N.1.1)</li> <li>• Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate). (SC.2.E.7.3)</li> <li>• Compare and contrast the basic needs that all living things, including humans, have for survival. (SC.2.L.17.1)</li> </ul>
Grade 3		<ul style="list-style-type: none"> <li>• Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations. (SC.3.N.1.1)</li> <li>• Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted. (SC.3.N.1.3)</li> <li>• Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation. (SC.3.P.9.1)</li> <li>• Recognize that plants use energy from the Sun, air, and water to</li> </ul>



Grade	Danger! Danger! Endangered! (Asia)	Amazon Adventure
		make their own food. (SC.3.L.17.2)
Grade 4	<ul style="list-style-type: none"> <li>Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations. (SC.4.N.1.1)</li> <li>Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support. (SC.5.L.14.2)</li> <li>Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1)</li> </ul>	<ul style="list-style-type: none"> <li>Create a model to explain the parts of the water cycle. Water can be a gas, a liquid, or a solid and can go back and forth from one state to another. (SC.5.E.7.1)</li> <li>Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains. (SC.5.E.7.5)</li> </ul>
Grade 6		
Grade 7	<ul style="list-style-type: none"> <li>Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. (SC.7.E.6.6)</li> <li>Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web. (SC.7.L.17.1)</li> <li>Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism. (SC.7.L.17.2)</li> <li>Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites. (SC.7.L.17.3)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. (SC.7.E.6.6)</li> <li>Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites. (SC.7.L.17.3)</li> </ul>
Grade 8		<ul style="list-style-type: none"> <li>Explain how political, social, and economic concerns can affect science, and vice versa. (SC.8.N.4.2)</li> <li>Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide. (SC.8.L.18.2)</li> </ul>
Grades 9-12	<ul style="list-style-type: none"> <li>Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism,</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the</li> </ul>

Grade	Danger! Danger! Endangered! (Asia)	Amazon Adventure
	<p>and mutualism. (SC.912.L.17.6)</p> <ul style="list-style-type: none"> <li>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species. (SC.912.L.17.8)</li> <li>Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability. (SC.912.L.17.20)</li> </ul>	<p>introduction of invasive, non-native species. (SC.912.L.17.8)</p> <ul style="list-style-type: none"> <li>Diagram and explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle. (SC.912.L.17.10)</li> <li>Describe how human population size and resource use relate to environmental quality. (SC.912.L.17.18)</li> <li>Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability. (SC.912.L.17.20)</li> </ul>

***Immersion Excursion*** (Guided tour demonstrating animal enrichment)

Grade	Immersion Excursion
Kindergarten	<ul style="list-style-type: none"> <li>Recognize the five senses and related body parts. (SC.K.L.14.1)</li> <li>Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3)</li> </ul>
Grade 1	<ul style="list-style-type: none"> <li>Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (SC.1.L.17.1)</li> </ul>
Grade 2	<ul style="list-style-type: none"> <li>All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce. (SC.2.L.14)</li> <li>Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs. (SC.2.L.17)</li> <li>Both human activities and natural events can have major impacts on the environment. (SC.2.L.17)</li> <li>Compare and contrast the basic needs that all living things, including humans, have for survival. (SC.2.L.17.1)</li> </ul>
Grade 3	
Grade 4	<ul style="list-style-type: none"> <li>Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4)</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1)</li> </ul>
Grade 6	
Grade 7	<ul style="list-style-type: none"> <li>Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. (SC.7.E.6.6)</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>Living things all share basic needs for life. (SC.8.L.18)</li> </ul>
Grades 9-12	<ul style="list-style-type: none"> <li>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species. (SC.912.L.17.8)</li> <li>Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability. (SC.912.L.17.20)</li> </ul>