

Stark County Park District
Educational Programming Curriculum Guide

Grade Strand	Program (*Uses live animals)	Benchmarks	Indicators
K-2	<u>*It's Alive!</u> Uses live animals, puppets, and other natural elements to explain nature's neighborhoods (ecosystems).	<u>Life Sciences:</u> A: Discover that there are living things, non-living things, and pretend things, and describe the basic needs of living things (organisms). B: Explain how organisms function and interact with their physical environment. C: Describe the similarities and differences that exist among individuals of the same kind of plants and animals. <u>Scientific Ways of Knowing:</u> B: Recognize the importance of respect for all living things.	K: 1, 2 Grade 1: 1, 4 Grade 2: 1, 3, 5 K: 3
K-2	<u>*Nurturing Nature</u> Examines the basic needs of all living things.	<u>Life Sciences:</u> A: Discover that there are living things, non-living things, and pretend things, and describe the basic needs of living things (organisms). <u>Science and Technology:</u> A: Explain why people, when building or making something, need to determine what it will be made of, how it will affect other people and the environment. B: Explain that to construct something requires planning, communication, problem solving, and tools.	K: 1, 2 Grade 1: 1, 3, 4 Grade 2: 1, 3, 5 Grade 1: 2 Grade 2: 3
K-2	<u>*Seasons Change</u> Focuses on how animals and plants are affected by weather.	<u>Life Sciences:</u> A: Discover that there are living things, non-living things, and pretend things, and describe the basic needs of living things (organisms). <u>Earth and Space Sciences:</u> A: Observe constant and changing patterns of objects in the day and night sky. C: Observe, describe, and measure changes in weather, both long term and short term.	K: 5 Grade 1: 5 Grade 2: 9 K: 5 Grade 2: 4

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3-5	<u>Lillies, Turnips, and Pears—Oh My!</u> Learn about interesting local plant life and how they are an essential part of our ecosystems.	<u>Life Sciences:</u> B: Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.	Grade 4: 2, 3, 5
3-5	<u>*Life Cycles: Structure and Function</u> Highlights the changes in form and function of animals and plants that undergo metamorphosis.	<u>Life Sciences:</u> A: Differentiate between the life cycles of different plants and animals. B: Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.	Grade 3: 1, 2, 3 Grade 4: 1, 2, 3, 5
3-5	<u>*Natural Neighbors</u> Evaluates the behaviors of people in the environment and how our interaction affects the survival of organisms.	<u>Life Sciences:</u> C. Compare changes in an organism’s ecosystem/habitat that affect its survival. <u>Earth and Space Sciences:</u> C. Describe Earth’s resources including rocks, soil, water, air, animals, and plants, and the ways in which they can be conserved.	Grade 3: 6 Grade 5: 4, 5, 6 Grade 5: 5, 6
3-5	<u>*What’s For Dinner?</u> Food chains and webs illustrate the interactions of animals and plants and the flow of energy in an ecosystem.	<u>Life Sciences:</u> B. Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.	Grade 5: 1, 2, 3

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6-8	<u>*Critter Communities</u> Explore the adaptations that allow organisms to survive in their habitats and that give each organism a niche in its community.	<u>Life Sciences:</u> C. Explain how energy entering the ecosystem as sunlight supports the life of organisms through photosynthesis and the transfer of energy through the interactions of organisms and the environment.	Grade 6: 8 Grade 7: 2, 3, 6, 7
6-8	<u>Pond Study</u> Investigate the pond ecosystem, macroinvertebrates, and testing to determine the pond ecosystem stability.	<u>Scientific Inquiry:</u> A. Explain that there are differing sets of procedures for guiding scientific investigations, and procedures are determined by the nature of the investigation, safety considerations, and appropriate tools. <u>Scientific Ways of Knowing:</u> A. Use skills of scientific inquiry. C. Give examples of how thinking scientifically is helpful in daily life.	Grade 6: 2, 3, 4 Grade 7: 1–7 Grade 8: 1–4 Grade 6: 1–5 Grade 7: 3 Grade 8: 1

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9-10	<u>A Balancing Act</u> Investigate succession—the progression of change in a habitat.	<u>Life Sciences:</u> D. Explain the flow of energy and the cycling of matter through biological and ecological systems (cellular, organismal, and ecological). E. Explain how evolutionary relationships contribute to an understanding of the unity and diversity of life. F. Explain the structure and function of ecosystems and relate how they change over time. G. Describe how human activities can impact the status of natural systems.	Grade 10: 9–11, and 14–19
9-10	<u>*Family Trees</u> Using live animals, this program teaches about the major categories of animals of Ohio.	<u>Life Sciences:</u> E. Explain how evolutionary relationships contribute to an understanding of the unity and diversity of life. H. Describe the foundation of biological evolution. J. Summarize the historical development of theories and ideas; describe emerging issues in the study of life sciences. <u>Scientific Ways of Knowing:</u> A. Explain that scientific knowledge must be based on evidence, be predictive, logical, subject to modification and limited to the natural world.	Grade 10: 12–14, and 20–23 Grade 10: 3
9-10	<u>Conservation Concerns</u> Explores how everyday activities relate to our natural resources.	<u>Earth and Space Sciences:</u> D. Describe the finite nature of Earth’s resources and those activities that can conserve or deplete those resources. F. Summarize the historical development of theories and ideas and describe emerging issues in the study of Earth and space sciences.	Grade 9: 8 Grade 10: 5, 6, 7

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11-12	<u>*The Tipping Point</u> Explores controversial environmental issues we face every day.	<u>Life Sciences:</u> B. Explain how humans are connected to and impact natural systems. D. Relate how biotic and abiotic global changes have occurred in the past and will continue to do so in the future. E. Explain the interconnectedness of components of a natural system. F. Explain how human choices today will affect the quality and quantity of life on Earth. G. Summarize the historical development of scientific theories and ideas within the study of life sciences. <u>Science and Technology:</u> A. Predict how human choices today will determine the quality and quantity of life on Earth. <u>Scientific Inquiry:</u> A. Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data. <u>Scientific Ways of Knowing:</u> A. Explain how evidence is used to develop and revise scientific predictions, ideas, or theories. B. Explain how ethical considerations shape scientific endeavors. C. Explain how societal issues and considerations affect the progress of science and technology.	Grade 11: 3–9, 11, 12 Grade 12: 8, 9 Grade 11: 1–6 Grade 12: 1–4 Grade 11: 1–5 Grade 12: 1, 2, 4, 5 Grade 11: 1, 2, 4, 5, 6, 9, 10, 11 Grade 12: 1, 2, 4, 5, 6, 8, 9, 10, 11
11-12	<u>Environmental Career Opportunities</u> Explore careers available in the environmental field.	<u>Scientific Ways of Knowing:</u> C. Explain how societal issues and considerations affect the progress of science and technology.	Grade 11: 11

11-12	<u>Helping Hands</u> Develop problem solving skills for real ecological issues in the local community.	<u>Life Sciences:</u> B. Explain how humans are connected to and impact natural systems. D. Relate how biotic and abiotic global changes have occurred in the past and will continue to do so in the future. E. Explain the interconnectedness of components of a natural system. F. Explain how human choices today will affect the quality and quantity of life on Earth. G. Summarize the historical development of scientific theories and ideas within the study of life sciences. <u>Science and Technology:</u> A. Predict how human choices today will determine the quality and quantity of life on Earth. <u>Scientific Inquiry:</u> A. Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data. <u>Scientific Ways of Knowing:</u> A. Explain how evidence is used to develop and revise scientific predictions, ideas, or theories. B. Explain how ethical considerations shape scientific endeavors. C. Explain how societal issues and considerations affect the progress of science and technology.	Grade 11: 5–9, 11, 12 Grade 12: 9 Grade 11: 1, 2, 4 Grade 12: 4 Grade 11: 1–5 Grade 12: 1, 2, 4, 5 Grade 11: 1, 2, 5–11 Grade 12: 2, 4, 6, 9
All grades	<u>Custom programming options</u>	Please call us to discuss special needs that these programs may not address. We'll do our best to make adjustments that suit your group.	