

# Science Content Standards Supported by Elkus Ranch Environmental Education Programs

## Grade One

### **Life Sciences**

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
  - a. *Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
  - b. *Students know* both plants and animals need water, animals need food, and plants need light.
  - c. *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
  - d. *Students know* how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
  - e. *Students know* roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

### **Earth Sciences**

3. Weather can be observed, measured, and described. As a basis for understanding this concept:
  - a. *Students know* how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
  - b. *Students know* that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
  - c. *Students know* the sun warms the land, air, and water.

### **Investigation and Experimentation**

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.