Habitats
Education Standard Correlations

COASTAL DISCOVERY MUSEUM
Experience The Lowcountry Up Close
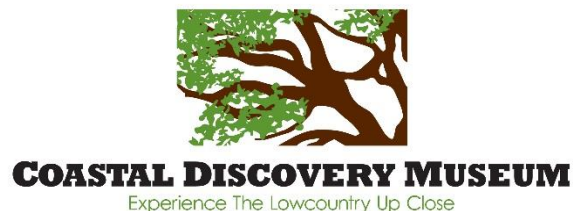
Kindergarten

Standard K.L.2: The student will demonstrate an understanding of organisms found in the environment and how these organisms depend on the environment to meet those needs.

K.L.2A.3 Develop and use models to exemplify how animals use their body parts to (1) obtain food and other resources, (2) protect themselves, and (3) move from place to place

K.L.2A.4 Analyze and interpret data to describe how humans use their senses to learn about the world around them

K.L.2A.6 Obtain and communicate information about the needs of organisms to explain why they live in particular areas.

1st Grade

Standard 1.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

1.S.1A.2 Develop and use models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.

Standard 1.E.3: The student will demonstrate an understanding of the patterns of the Sun and the Moon and the Sun's effect on Earth.

1.E.4A.1 Analyze and interpret data from observations and measurements to compare the properties of Earth materials (including rocks, soils, sand, and water).

1.E.4A.2 Develop and use models (such as drawings or maps) to describe patterns in the distribution of land and water on Earth and classify bodies of water (including oceans, rivers and streams, lakes, and ponds).

1.E.4B.2 Obtain and communicate information to explain ways natural resources can be conserved (such as reducing trash through reuse, recycling, or replanting trees).

2nd Grade

Standard 2.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

2.S.1A.1Ask and answer questions about the natural world using explorations, observations, or structured investigations.

2.S.1A.8 Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations using oral and written language.

Standard 2.L.5: The student will demonstrate an understanding of how the structures of animals help them survive and grow in their environments.

2.L.5B.1 Obtain and communicate information to describe and compare how animals interact with other animals and plants in the environment.

2.L.5B.2 Develop and use models to exemplify characteristics of animals that help them survive in distinct environments (such as salt and freshwater, deserts, forests, wetlands, or polar lands.

3rd Grade

Standard 3.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

3.S.1A.1 Ask questions that can be (1) answered using scientific investigations or (2) used to refine models, explanations, or designs.

3.S.1A.8 Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions, (2) understand phenomena, (3) develop models, or (4) support explanations, claims, or designs. Communicate observations and explanations using the conventions and expectations of oral and written language.

Standard 3.E.4: The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.

3.E.4B. Conceptual Understanding: Earth's surface has changed over time by natural processes and by human activities. Humans can take steps to reduce the impact of these changes.

3.E.4B.4 Define problems caused by a natural event or human activity and design devices or solutions to reduce the impact on the environment.

Standard 3.L.5: The student will demonstrate an understanding of how the characteristics and changes in environments and habitats affect the diversity of organisms.

3.L.5A.1 Analyze and interpret data about the characteristics of environments (including salt and fresh water, deserts, grasslands, forests, rain forests, and polar lands) to describe how the environment supports a variety of organisms

3.L.5A.2 Develop and use a food chain model to classify organisms as producers, consumers, and decomposers and to describe how organisms obtain energy.

3.L.5B.2 Develop and use models to explain how changes in a habitat cause plants and animals to respond in different ways (such as hibernating, migrating, responding to light, death, or extinction).

4th Grade

Standard 4.E.2: The student will demonstrate an understanding of the water cycle and weather and climate patterns.

4.E.2B.2 Obtain and communicate information about severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) to explain steps humans can take to reduce the impact of severe weather phenomena.

Standard 4.L.5: The student will demonstrate an understanding of how the structural characteristics and traits of plants and animals allow them to survive, grow, and reproduce.

4.L.5B.3 Construct explanations for how structural adaptations (such as methods for defense, locomotion, obtaining resources, or camouflage) allow animals to survive in the environment.

5th Grade

Standard 5.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

5.S.1A.1 Ask questions used to (1) generate hypotheses for scientific investigations or (2) refine models, explanations, or designs.

Standard 5.E.3: The student will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.

5.E.3A.1 Construct explanations of how different landforms and surface features result from the location and movement of water on Earth's surface through watersheds (drainage basins) and rivers.

5.E.3B.1 Analyze and interpret data to describe and predict how natural processes (such as weathering, erosion, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface.

5.E.3B.2 Develop and use models to explain the effect of the movement of ocean water (including waves, currents, and tides) on the ocean shore zone (including beaches, barrier islands, estuaries, and inlets

5.E.3B.3 Construct scientific arguments to support claims that human activities (such as conservation efforts or pollution) affect the land and oceans of Earth.

Standard 5.L.4: The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems.

5.L.4A.2 Obtain and communicate information to describe and compare the biotic factors (including individual organisms, populations, and communities) of different terrestrial and aquatic ecosystems.

5.L.4B.1 Analyze and interpret data to explain how organisms obtain their energy and classify an organisms as producers, consumers (including herbivore, carnivore, and omnivore), or decomposers (such as fungi and bacteria).

5.L.4B.2 Develop and use models of food chains and food webs to describe the flow of energy in an ecosystem.

6th Grade

Standard 6.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

6.S.1A.1 Ask questions to (1) generate hypotheses for scientific investigations, (2) refine models, explanations, or designs, or (3) extend the results of investigations or challenge claims.

Standard 6.L.4: The student will demonstrate an understanding of how scientists classify organisms and how the structures, processes, behaviors, and adaptations of animals allow them to survive.

6.L.4B.2 Obtain and communicate information to explain how the structural adaptations and processes of animals allow for defense, movement, or resource obtainment.

7th Grade

Standard 7.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

7.S.1A.1 Ask questions to (1) generate hypotheses for scientific investigations, (2) refine models, explanations, or designs, or (3) extend the results of investigations or challenge claims

Standard 7.EC.5: The student will demonstrate an understanding of how organisms interact with and respond to the biotic and abiotic components of their environments.

7.EC.5B.1 Develop and use models to explain how organisms interact in a competitive or mutually beneficial relationship for food, shelter, or space(including competition, mutualism, commensalism, parasitism, and predator-prey relationships).

7.EC.5B.2 Develop and use models (food webs and energy pyramids) to exemplify how the transfer of energy in an ecosystem supports the concept that energy is conserved.

7.EC.5B.3 Analyze and interpret data to predict how changes in the number of organisms of one species affects the balance of an ecosystem.

7.EC.5B.4 Define problems caused by the introduction of a new species in an environment and design devices or solutions to minimize the impact(s) to the balance of an ecosystem.