

Nature's Niche Exploring the Rainforest Guided Tour

Curriculum Standards and Concept Focus

3rd grade:

- ✓ SC03-S1C1-01: Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge.
- ✓ SC03-S1C4-01: Communicate investigations using evidence and explanations using evidence and appropriate terminology.
- ✓ SC03-S1C4-03: Communicate with other groups to describe the results of an investigation.
- ✓ SC03-S2C2-01: Describe how, in a system (e.g. terrarium, house) with many components, the components usually influence one another.
- ✓ SC03-S2C2-02: Explain why a system may not work if a component is defective or missing.
- ✓ SC03-S4C3-01: Identify the living and nonliving components of an ecosystem.
- ✓ SC03-S4C3-03: Explain the interrelationships among plants and animals in different environments:
 - Producers- plants
 - Consumers- animals
 - Decomposers- fungi, insects, bacteria
- ✓ SC03-S4C3-04: Describe how plants and animals cause change in their environment.
- ✓ SC03-S4C3-05: Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce, and thrive.
- ✓ SC03-S4C4-01: Identify adaptations of plants and animals that allow them to live in specific environments.

4th grade:

- ✓ SC04-S1C1-02: Formulate a relevant question through observations that can be tested by an investigation.
- ✓ SC04-S1C1-03: Formulate predictions in the realm of science based on observed cause and effect relationships.
- ✓ SC04-S1C4-01: Communicate verbally or in writing the results of an inquiry.
- ✓ SC04-S1C4-03: Communicate with other groups or individuals to compare the results of a common investigation.
- ✓ SC04-S2C2-02: Describe the interaction of components in a system (e.g., flashlight, radio).
- ✓ SC04-S4C3-01: Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population.
- ✓ SC04-S4C4-02: Give examples of adaptations that allow plants and animals to survive.
 - Camouflage- horned lizards, coyotes
 - Mimicry- Monarch and Viceroy butterflies
 - Physical- cactus spines
 - Mutualism- species of acacia that harbor ants, which repel other harmful insects
- ✓ SC04-S6C3-01: Identify the sources of water within an environment (e.g., ground water, surface water, atmospheric water, glaciers).

5th grade:

- ✓ SC05-S1C1-01: Formulate a relevant question through observations that can be tested by an investigation.
- ✓ SC05-S1C1-02: Formulate predictions in the realm of science based on observed cause and effect relationships.
- ✓ SC05-S1C4-01: Communicate verbally or in writing the results of an inquiry.
- ✓ SC05-S1C4-03: Communicate with other groups or individuals to compare the results of a common investigation.

6th grade:

- ✓ SC06-S1C1-02: Formulate questions based on observations that lead to the development of a hypothesis.