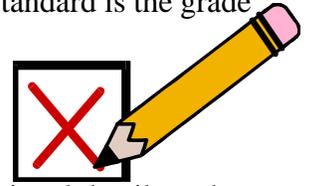


# Indiana State Curriculum Standards Met in the Earthship Journey Program

In order to serve our school groups better, we have researched the Indiana State Curriculum Standards to identify where our programs fulfill requirements of the state. Below are the state standards met in the Earthship Journey Program. Along with listing them here, they are cited in the manual along side the corresponding activity. We hope that this proves to be helpful to your school. The first number in each standard is the grade level that it is for.

## English



- 4.5.5 Use varied word choices to make writing interesting. **Think Like a Tree**
- 4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions. **Think Like a Tree**
- 5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression. **Beaver Board, Evaporation Station**
- 5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. **Eco Dramas**
- 5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning. **Eco Dramas**
- 6.5.6 Use varied word choices to make writing interesting. **Think Like a Tree**
- 6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience. **Eco Dramas**
- 6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts. **Eco Dramas**
- 6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention. **Eco Dramas**

## Social Studies

- 5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities. **Stream Flow Study**

## Math

- 4.1.9 Round two-place decimals to tenths or to the nearest whole number. **Stream Flow Study, Timber Cruising**
- 5.2.1 Solve problems involving multiplication and division of any whole numbers. **Stream Flow Study**
- 5.7.7 Make precise calculations and check the validity of the results in the context of the problem. **Stream Flow Study, Timber Cruising**
- 6.2.3 Multiply and divide decimals. **Stream Flow Study, Timber Cruising**
- 6.5.1 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles. **Stream Flow Study, Timber Cruising**
- 6.5.8 Use strategies to find the surface area and volume of right prisms\* and cylinders using appropriate units. **Stream Flow Study**
- 6.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns. **Overpopulation in the Pines**
- 6.7.10 Decide whether a solution is reasonable in the context of the original situation. **Stream Flow Study, Timber Cruising**
- 6.7.7 Select and apply appropriate methods for estimating results of rational-number computations. **Stream Flow Study, Timber Cruising**

## Physical Education

- 4.6.1 Participate in physical activities that are enjoyable. **Coyote Junction, Deadly Links, Oh Deer, Quick Frozen Critters**
- 4.6.2 Interact positively with classmates and friends in physical activities. **Archery, Canoeing, Coyote Junction, Deadly Links**
- 4.6.2 Interact positively with classmates and friends in physical activities. **Night Hike, Obsacle Course, Oh Deer, Quick Frozen Critters**
- 5.3.1 Participate in health-enhancing physical activity. **Coyote Junction, Deadly Links, Oh Deer, Quick Frozen Critters**
- 5.6.2 Engage in the challenge of new activities. **Archery, Canoeing, Coyote Junction, Deadly Links, Evaporation Station, Quick Frozen Critters**
- 6.6.2 Participate in challenging activities requiring the utilization of newly acquired skills. **Archery, Canoeing**
- 7.3.2 Select and participate in a new sport of physical activity. **Archery, Canoeing**

## Science

- 4.1.2 Recognize and describe that results of scientific investigations are seldom exactly the same. If differences occur, such as a large variation in the measurement of plant growth, propose reasons for why these differences exist, using recorded information about investigations. **Timber Cruising**
- 4.2.1 Judge whether measurements and computations of quantities, such as length, area\*, volume\*, weight, or time, are reasonable. **Stream Flow Study, Timber Cruising**
- 4.2.4 Use numerical data to describe and compare objects and events. **Timber Cruising**
- 4.2.5 Write descriptions of investigations, using observations and other evidence as support for explanations. **Investigation a Rotten Log, Pine Forest Soil Investigation**
- 4.3.5 Describe how waves, wind, water, and glacial ice shape and reshape Earth's land surface by the erosion\* of rock and soil in some areas and depositing them in other areas. **Eco Dramas**
- 4.4.2 Investigate, observe, and describe that insects and various other organisms depend on dead plant and animal material for food. **Investigation a Rotten Log, Pine Forest Soil Investigation, Community Graveyard**
- 4.4.3 Observe and describe that organisms interact with one another in various ways, such as providing food, pollination, and seed dispersal. **Web of Life, Ghost Creek Critters**
- 4.4.4 Observe and describe that some source of energy is needed for all organisms to stay alive and grow. **Energy in the meadow, Food Chain Pit, Overpopulation in the Pines, Tree Diaries, Nature Center**
- 4.4.6 Explain how in all environments, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones. **Investigation a Rotten Log, Pine Forest Soil Investigation**
- 5.1.4 Give examples of technology, such as telescopes, microscopes, and cameras, that enable scientists and others to observe things that are too small or too far away to be seen without them and to study the motion of objects that are moving very rapidly or are hardly moving **Microscopes**
- 5.1.5 Explain that technology extends the ability of people to make positive and/or negative changes in the world. **Stream Flow Study, Timber Cruising, Deadly Links, Eco Dramas**
- 5.1.6 Explain how the solution to one problem, such as the use of pesticides in agriculture or the use of dumps for waste disposal, may create other problems. **Deadly Links**
- 5.2.1 Multiply and divide whole numbers\* mentally, on paper, and with a calculator. **Stream Flow Study**
- 5.2.2 Use appropriate fractions and decimals when solving problems. **Stream Flow Study, Timber Cruising**
- 5.2.5 Use technology, such as calculators or spreadsheets, in determining area and volume from linear dimensions. Find area\*, volume\*, mass\*, time, and cost, and find the difference between two quantities of anything. **Stream Flow Study**
- 5.3.4 Investigate that when liquid water disappears it turns into a gas\* (vapor) mixed into the air and can reappear as a liquid\* when cooled or as a solid\* if cooled below the freezing point of water. **Evaporation Station, The Water Cycle**

- 5.3.5 Observe and explain that clouds and fog are made of tiny droplets of water. **Evaporation Station, The Water Cycle**
- 5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all. **Community Graveyard, Ghost Creek Critters, Oak Forest Opening, The Meadow Opening, Nature Center**
- 5.4.5 Explain how changes in an organism's habitat are sometimes beneficial and sometimes harmful. **Ghost Creek Critters, Tree Diaries**
- 5.4.7 Explain that living things, such as plants and animals, differ in their characteristics, and that sometimes these differences can give members of these groups (plants and animals) an advantage in surviving and reproducing. **Beaver Board, Ghost Creek Critters, Tree I.D., Listening to the Pine Forest, Nature Center, No Name Scavenger Hunt, Eco Dramas, Oak Forest Opening, Community Graveyard, Coyote Junction, Missing Resident**
- 6.1.3 Recognize and explain that hypotheses are valuable, even if they turn out not to be true, if they lead to fruitful investigations. **Stream Flow Study**
- 6.2.1 Find the mean\* and median\* of a set of data. **Stream Flow Study**
- 6.2.2 Use technology, such as calculators or computer spreadsheets, in analysis of data. **Stream Flow Study, Timber Cruising**
- 6.2.6 Read simple tables and graphs produced by others and describe in words what they show. **Stream Flow Study, Timber Cruising**
- 6.3.15 Explain that although weathered\* rock is the basic component of soil, the composition and texture of soil and its fertility and resistance to erosion\* are greatly influenced by plant roots and debris, bacteria, fungi, worms, insects, and other organisms. **Investigation a Rotten Log, Pine Forest Soil Investigation**
- 6.3.16 Explain that human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the atmosphere, and farming intensively, have changed the capacity of the environment to support some life forms. **Deadly Links**
- 6.3.8 Explain that fresh water, limited in supply and uneven in distribution, is essential for life and also for most industrial processes. Understand that this resource can be depleted or polluted, making it unavailable or unsuitable for life. **Eco Dramas, Evaporation Station, Stream Flow Study, Ghost Creek Opening**
- 6.4.1 Explain that one of the most general distinctions among organisms is between green plants, which use sunlight to make their own food, and animals, which consume energy-rich foods. **Energy in the meadow, Quick Frozen Critters**
- 6.4.10 Describe how life on Earth depends on energy from the sun. **EJ Opening, Energy in the meadow, Evaporation Station, Food Chain Pit**
- 6.4.2 Give examples of organisms that cannot be neatly classified as either plants or animals, such as fungi and bacteria. **Microscopes**
- 6.4.3 Describe some of the great variety of body plans and internal structures animals and plants have that contribute to their being able to make or find food and reproduce. **Community Graveyard**
- 6.4.8 Explain that in all environments, such as freshwater, marine, forest, desert, grassland, mountain, and others, organisms with similar needs may compete with one another for resources, including food, space, water, air, and shelter. Note that in any environment, the growth and survival of organisms depend on the physical conditions. **EJ opening, Oh Deer, Community Graveyard, Overpopulation of the pines, Ghost Creek Critters, Eco Dramas, Nature Center**
- 6.4.9 Recognize and explain that two types of organisms may interact in a competitive or cooperative relationship, such as producer\*/consumer\*, predator\*/prey\*, or parasite\*/host\*. **Coyote Junction, Deadly Links, Energy in the meadow, Missing Resident, Nature Center, Quick Frozen Critters, Web of Life, Oh Dear, Food Chain Pit**
- 6.5.2 Evaluate the precision and usefulness of data based on measurements taken. **Stream Flow Study, Timber Cruising, Overpopulation in the Pines**