

## How Outdoor Recreation Affects Soils (Grades 3-6)

### Science

**Standard 2.** Understands Earth's composition and structure

4. Knows the composition and properties of soils (e.g., components of soil such as weathered rock, living organisms, products of plants and animals; properties of soil such as color, texture, capacity to retain water, ability to support plant growth)

**Standard 6.** Understands relationships among organisms and their physical environment

4. Knows that changes in the environment can have different effects on different organisms (e.g., some organisms move in, others move out; some organisms survive and reproduce, others die)

**Standard 11.** Understands the nature of scientific knowledge

1. Knows that although the same scientific investigation may give slightly different results when it is carried out by different persons, or at different times or places, the general evidence collected from the investigation should be replicable by others
2. Knows that good scientific explanations are based on evidence (observations) and scientific knowledge

**Standard 12.** Understands the nature of scientific inquiry

1. Knows that scientific investigations involve asking and answering a question and comparing the answer to what scientists already know about the world
2. Knows that scientists use different kinds of investigations (e.g., naturalistic observation of things or events, data collection, controlled experiments), depending on the questions they are trying to answer
3. Plans and conducts simple investigations (e.g., formulates a testable question, makes systematic observations, develops logical conclusions)
4. Uses appropriate tools and simple equipment (e.g., thermometers, magnifiers, microscopes, calculators, graduated cylinders) to gather scientific data and extend the senses

## Making Connections (Grades 3-6)

### Science

**Standard 6.** Understands relationships among organisms and their physical environment

1. Knows the organization of simple food chains and food webs (e.g., green plants make their own food with sunlight, water, and air; some animals eat the plants; some animals eat the animals that eat the plants)
2. Knows that the transfer of energy (e.g., through the consumption of food) is essential to all living organisms
3. Knows that an organism's patterns of behavior are related to the nature of that organism's environment (e.g., kinds and numbers of other organisms present, availability of food and resources, physical characteristics of the environment)
4. Knows that changes in the environment can have different effects on different organisms (e.g., some organisms move in, others move out; some organisms survive and reproduce, others die)
5. Knows that all organisms (including humans) cause changes in their environments, and these changes can be beneficial or detrimental

## Pack Your Pack (Grades 3-6)

### Health

**Standard 5.** Knows essential concepts and practices concerning injury prevention and safety

1. Knows safety rules and practices to be used in home, school, and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight)
2. Knows methods used to recognize and avoid threatening situations (e.g., not leaning into a car when giving directions to a stranger) and ways to get assistance

## What is Stewardship? (Grades 3-6)

### Language Arts

**Standard 1.** Uses the general skills and strategies of the writing process

6. Uses strategies (e.g., adapts focus, point of view, organization, form) to write for a variety of purposes (e.g., to inform, entertain, explain, describe, record ideas)
11. Writes in response to literature (e.g., summarizes main ideas and significant details; relates own ideas to supporting details; advances judgments; supports judgments with references to the text, other works, other authors, nonprint media, and personal knowledge)

**Standard 2.** Uses the stylistic and rhetorical aspects of writing

1. Uses descriptive language that clarifies and enhances ideas (e.g., common figures of speech, sensory details)
2. Uses paragraph form in writing (e.g., indents the first word of a paragraph, uses topic sentences, recognizes a paragraph as a group of sentences about one main idea, uses an introductory and concluding paragraph, writes several related paragraphs)
3. Uses a variety of sentence structures in writing (e.g., expands basic sentence patterns, uses exclamatory and imperative sentences)

**Standard 8.** Uses listening and speaking strategies for different purposes

5. Uses strategies to convey a clear main point when speaking (e.g., expresses ideas in a logical manner, uses specific vocabulary to establish tone and present information)

### Civics

**Standard 10.** Understands the roles of voluntarism and organized groups in American social and political life

1. Understands the importance of voluntarism as a characteristic of American society (e.g., people should volunteer to help others in their family, schools, communities, state, nation, and the world; volunteering is a source of individual satisfaction and fulfillment)

## Valuing the Land (Grades 3-6)

### Language Arts

**Standard 1.** Uses the general skills and strategies of the writing process

6. Uses strategies (e.g., adapts focus, point of view, organization, form) to write for a variety of purposes (e.g., to inform, entertain, explain, describe, record ideas)
11. Writes in response to literature (e.g., summarizes main ideas and significant details; relates own ideas to supporting details; advances judgments; supports judgments with references to the text, other

works, other authors, nonprint media, and personal knowledge)

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3. Uses a variety of sentence structures in writing (e.g., expands basic sentence patterns, uses exclamatory and imperative sentences)

**Civics**

**Standard 8.** Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society

4. Understands the focus on "the individual" in American society (e.g., a primary purpose of government is to protect the rights of the individual to life, liberty, property, and the pursuit of happiness; individuals have the right to differ about politics, religion, or any other matter; the vote of one individual should count as much as another's)