

Animal Autographs

Correlation to Core Curriculum

Standards listed are not covered exhaustively, but in varying degrees.

Strand K.2: LIVING THINGS AND THEIR SURROUNDINGS

Living things (plants and animals, including humans) depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. The characteristics of surroundings influence where living things are naturally found. Plants and animals affect and respond to their surroundings.

Standard K.2.3

Obtain, evaluate, and communicate information about how living things (plants and animals, including humans) affect their surroundings to survive. Examples could include squirrels digging in the ground to hide their food, plant roots breaking concrete, or humans building shelters. (ESS2.E)

Standard K.2.4

Design and communicate a solution to address the effects that living things (plants and animals, including humans) experience while trying to survive in their surroundings. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare designs. Emphasize students working from a plant, animal, or human perspective. Examples could include a plant growing to get more sunlight, a beaver building a dam, or humans caring for the Earth by reusing and recycling natural resources. (ESS3.C, ETS1.A, ETS1.B, ETS1.C)

Strand 1.2: THE NEEDS OF LIVING THINGS AND THEIR OFFSPRING

Living things (plants and animals, including humans) depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. Plants and animals have external features that allow them to survive in a variety of environments. Young plants and animals are

similar but not exactly like their parents. In many kinds of animals, parents and offspring engage in behaviors that help the offspring to survive.

Standard 1.2.2

Construct an explanation by observing patterns of external features of living things that survive in different locations. Emphasize how plants and nonhuman animals, found in specific surroundings, share similar physical characteristics. Examples could include that plants living in dry areas are more likely to have thick outer coatings that hold in water, animals living in cold locations have longer and thicker fur, or most desert animals are awake at night. (LS1.A, LS1.D)

Strand 2.2: LIVING THINGS AND THEIR HABITATS

Living things (plants and animals, including humans) need water, air, and resources from the land to survive and live in habitats that provide these necessities. The physical characteristics of plants and animals reflect the habitat in which they live. Animals also have modified behaviors that help them survive, grow, and meet their needs. Humans sometimes mimic plant and animal adaptations to survive in their environment.

Standard 2.2.2

Plan and carry out an investigation of the structure and function of plant and animal parts in different habitats. Emphasize how different plants and animals have different structures to survive in their habitat. Examples could include the shallow roots of a cactus in the desert or the seasonal changes in the fur coat of a wolf. (LS1.A, LS4.C, LS4.D)

Strand 3.2: EFFECTS OF TRAITS ON SURVIVAL

Organisms (plants and animals, including humans) have unique and diverse life cycles, but they all follow a pattern of birth, growth, reproduction, and death. Different organisms vary in how they look and function because they have different inherited traits. An organism's traits are inherited from its parents and can be influenced by the environment. Variations in traits between individuals in a population may provide advantages in surviving and reproducing in particular environments. When the environment changes, some organisms have traits that allow them to survive, some move to new locations, and some do not survive. Humans can design solutions to reduce the impact of environmental changes on organisms.

Standard 3.2.4

Construct an explanation showing how variations in traits and behaviors can affect the ability of an individual to survive and reproduce. Examples of traits could include large thorns protecting a plant from being eaten or strong smelling flowers to attracting certain pollinators. Examples of behaviors could include animals living in groups for protection or migrating to find more food. (LS2.D, LS4.B)

Strand 4.1: ORGANISMS FUNCTIONING IN THEIR ENVIRONMENT

Through the study of organisms, inferences can be made about environments both past and present. Plants and animals have both internal and external structures that serve various functions for growth, survival, behavior, and reproduction. Animals use different sense receptors specialized for particular kinds of information to understand and respond to their environment. Some kinds of plants and animals that once lived on Earth can no longer be found. However, fossils from these organisms provide evidence about the types of organisms that lived long ago and the nature of their environments. Additionally, the presence and location of certain fossil types indicate changes that have occurred in environments over time.

Standard 4.1.1

Construct an explanation from evidence that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Emphasize how structures support an organism's survival in its environment and how internal and external structures of plants and animals vary within the same and across multiple Utah environments. Examples of structures could include thorns on a stem to prevent predation or gills on a fish to allow it to breathe underwater. (LS1.A)