

Walter B. Jacobs Memorial Nature Park  
Interpretive Programs for School Groups  
*Index of Grade Level Expectations*

**Louisiana Grade Level Expectations for K-12 Science**

Grade Level	Strand of Science	Grade Level Expectation	Program Title
PK	Science as Inquiry: The Abilities Necessary to Do Scientific Inquiry	<b>1</b> (PK-CS-II; SI-E-A1) Ask questions about objects in the environment (e.g. plants, rocks, storms)	<b>Language of Nature</b> <b>Baxter the Black Bear</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Fun</b> <b>Nature's Colors</b> <b>Nature Scene Investigations</b> <b>Plants, Animals, &amp; Math</b>
PK	Science as Inquiry: The Abilities Necessary to Do Scientific Inquiry	<b>2</b> (PK-CS-II; SI-E-A1) Pose questions that can be answered by using students' own observations and scientific knowledge	<b>Language of Nature</b> <b>Baxter the Black Bear</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Fun</b> <b>Nature's Colors</b> <b>Nature Scene Investigations</b> <b>Plants, Animals, &amp; Math</b>
PK	Science as Inquiry: The Abilities Necessary to Do Scientific Inquiry	<b>3</b> (PK-CS-P3; SI-E-A3) Use the five senses to describe observations	<b>Nature's Colors</b> <b>Nature Scene Investigations</b>
PK	Science as Inquiry: The Abilities Necessary to Do Scientific Inquiry	<b>4</b> (SI-E-A4) Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data	<b>Plants, Animals, &amp; Math</b>
PK	Physical Science: Properties of Objects and Materials	<b>9</b> (PK-CS-P2; PS -E- A1) Sort objects using one characteristic	<b>Nature's Colors</b> <b>Nature Scene Investigations</b>

			<b>Plants, Animals, &amp; Math</b>
PK	Life Science: Characteristics of Organisms	<b>20</b> (PK-CS-L1, LS-E-A4) Give examples of different kinds of plants and different kinds of animals	<b>Language of Nature</b> <b>Baxter the Black Bear</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Fun</b> <b>Nature's Colors</b> <b>Nature Scene Investigations</b> <b>Plants, Animals, &amp; Math</b>
PK	Life Science: Characteristics of Organisms	<b>21</b> (PK-CS-L1, LS-E-A6) Distinguish food items from nonfood items	<b>Baxter the Black Bear</b>
PK	Life Science: Organisms and Their Environments	<b>24</b> (PK-CS-L1, LS-E-C1) Describe plants and animals in the schoolyard or home environments	<b>Language of Nature</b> <b>Baxter the Black Bear</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Fun</b> <b>Nature's Colors</b> <b>Nature Scene Investigations</b> <b>Plants, Animals, &amp; Math</b>
K	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>1</b> (SI-E-A1) Ask questions about objects in the environment (e.g. plants, rocks, storms)	<b>Language of Nature</b> <b>Baxter the Black Bear</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Fun</b> <b>Nature's Colors</b> <b>Nature Scene Investigations</b> <b>Plants, Animals, &amp; Math</b>
K	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>2</b> (SI-E-A1) Pose questions that can be answered by using students' own observations and scientific knowledge	<b>Language of Nature</b> <b>Baxter the Black Bear</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Fun</b> <b>Nature's Colors</b> <b>Nature Scene Investigations</b> <b>Plants, Animals, &amp; Math</b>

K	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>3</b> (SI-E-A2) Predict and anticipate possible outcomes	<b>Baxter the Black Bear</b> <b>Nature Scene Investigations</b>
K	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>4</b> (SI-E-A3) Use the five senses to describe observations	<b>Nature's Colors</b> <b>Nature Scene Investigations</b>
K	Science as Inquiry: The Abilities Necessary to Do Scientific Inquiry	<b>6</b> (SI-E-A4) Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data	<b>Plants, Animals, &amp; Math</b>
K	Understanding Scientific Inquiry	<b>10</b> (SI-E-B3) Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g. hand lens, microscope)	<b>Nature Scene Investigations</b>
K	Physical Science: Properties of Objects and Materials	<b>11</b> (PS-E-A1) Identify objects by using the senses	<b>Nature Scene Investigations</b>
K	Physical Science: Properties of Objects and Materials	<b>12</b> (PS-E-A1) Construct patterns by using color, size, and shape of objects	<b>Nature's Colors</b>
K	Physical Science: Properties of Objects and Materials	<b>13</b> (PS-E-A1) Sort objects based on their properties (e.g. size, weight, texture)	<b>Plants, Animals, &amp; Math</b>
K	Life Science: Characteristics of Organisms	<b>22</b> (LS-E-A2) Classify objects in a variety of settings as living (biotic) or nonliving (abiotic)	<b>Nature Scene Investigations</b>
K	Life Science: Characteristics of Organisms	<b>25</b> (LS-E-A4) Identify easily observable variations within types of plants and animals (e.g. features of classmates, varieties of trees, breeds of dogs)	<b>Language of Nature</b> <b>A Tree's Life</b> <b>Forest Fun</b> <b>Nature's Colors</b> <b>Nature Scene Investigations</b>
K	Life Science: Life Cycles of Organisms	<b>28</b> (LS-E-B1) Observe life cycles and describe changes (e.g. humans, dogs, insects)	<b>A Tree's Life</b>
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>1</b> (SI-E-A1) Ask questions about objects in the environment	<b>Exploring Reptiles</b> <b>Language of Nature</b>

	Inquiry	(e.g. plants, rocks, storms)	<b>Louisiana Black Bears</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Ecology</b> <b>Camouflage and Warning Colors</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Scent Sense</b> <b>Birds of Prey</b> <b>Investigating Insects</b> <b>All Creatures Great and Small</b> <b>Nature Scene Investigations</b>
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>2 (SI-E-A1)</b> Pose questions that can be answered by using students' own observations and scientific knowledge	<b>Exploring Reptiles</b> <b>Language of Nature</b> <b>Louisiana Black Bears</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Ecology</b> <b>Camouflage and Warning Colors</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Scent Sense</b> <b>Birds of Prey</b> <b>Investigating Insects</b> <b>All Creatures Great and Small</b> <b>Nature Scene Investigations</b>
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>3 (SI-E-A2)</b> Predict and anticipate possible outcomes	<b>Louisiana Black Bears</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Nature Scene Investigations</b>
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>4 (SI-E-A2)</b> Use a variety of methods and materials and multiple trials to investigate ideas	<b>Nature Scene Investigations</b>
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>5 (SI-E-A3)</b> Use the five senses to describe observations	<b>Scent Sense</b> <b>Nature Scene Investigations</b>

	Inquiry		
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>7 (SI-E-A4)</b> Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data	<b>All Creatures Great and Small Nature Scene Investigations</b>
1	Understanding Scientific Inquiry	<b>11 (SI-E-B3)</b> Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g. hand lens, microscope)	<b>Nature Scene Investigation</b>
1	Physical Science: Properties of Objects and Materials	<b>13 (PS-E-A1)</b> Sort a group of objects by using multiple characteristics	<b>All Creatures Great and Small Nature Scene Investigations</b>
1	Physical Science: Properties of Objects and Materials	<b>14 (PS-E-A1)</b> Order objects by weight/mass	<b>All Creatures Great and Small</b>
1	Forms of Energy	<b>18 (PS-E-C1)</b> Demonstrate how sound is made in a variety of ways (e.g. singing, whispering, striking an object)	<b>Now Hear This!</b>
1	Forms of Energy	<b>19 (PS-E-C1)</b> Describe and demonstrate the volume of sound (e.g. soft, loud)	<b>Now Hear This!</b>
1	Life Science: Characteristics of Organisms	<b>26 (LS-E-A1)</b> Describe the differences between plants and animals	<b>Forest Ecology Nature Scene Investigations</b>
1	Life Science: Characteristics of Organisms	<b>27 (LS-E-A1)</b> Identify what animals and plants need to grow and develop	<b>Habitat That A Tree's Life Forest Ecology</b>
1	Life Science: Characteristics of Organisms	<b>28 (LS-E-A2)</b> Describe the characteristics of living (biotic) and nonliving (abiotic) things	<b>Forest Ecology Nature Scene Investigations</b>
1	Life Science: Characteristics of Organisms	<b>29 (LS-E-A3)</b> Describe basic functions of parts of the body (e.g. lungs, heart, bones, muscles)	<b>Exploring Reptiles Now Hear This! Vision of the Forest Nature Scene Investigations</b>
1	Life Science: Life Cycles of	<b>30 (LS-E-B1)</b>	<b>A Tree's Life</b>

	Organisms	Record and share observations of changes in developing plants	
1	Life Science: Life Cycles of Organisms	<b>31</b> (LS-E-B3) Describe how animals and their offspring are similar and how they are different	<b>Investigating Insects</b>
1	Life Science: Organisms and Their Environments	<b>32</b> (LS-E-C1) Describe features of some animals that benefit them in their environments	<b>Plants, Animals, &amp; Math</b> <b>Exploring Reptiles</b> <b>Louisiana Black Bears</b> <b>Camouflage and Warning Colors</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Scent Sense</b> <b>Birds of Prey</b> <b>Nature Scene Investigations</b>
1	Life Science: Organisms and Their Environments	<b>34</b> (LS-E-C2) Record evidence of plants and animals in the schoolyard or other environments	<b>Exploring Reptiles</b> <b>A Tree's Life</b> <b>Investigating Insects</b> <b>All Creatures Great and Small</b> <b>Nature Scene Investigations</b>
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>1</b> (SI-E-A1) Ask questions about objects in the environment (e.g. plants, rocks, storms)	<b>Exploring Reptiles</b> <b>Language of Nature</b> <b>Louisiana Black Bears</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Ecology</b> <b>Camouflage and Warning Colors</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Scent Sense</b> <b>Birds of Prey</b> <b>All Creatures Great and Small</b> <b>Investigating Insects</b> <b>Nature Scene Investigations</b>
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>2</b> (SI-E-A1) Pose questions that can be answered by using	<b>Exploring Reptiles</b> <b>Language of Nature</b>

	Inquiry	students' own observations and scientific knowledge, and testable investigations	<b>Louisiana Black Bears</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Ecology</b> <b>Camouflage and Warning Colors</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Scent Sense</b> <b>Birds of Prey</b> <b>Investigating Insects</b> <b>All Creatures Great and Small</b> <b>Nature Scene Investigations</b>
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>3</b> (SI-E-A1) Use observations to design and conduct simple investigations or experiments to answer testable questions	<b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Scent Sense</b> <b>Nature Scene Investigations</b>
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>4</b> (SI-E-A2) Predict and anticipate possible outcomes	<b>Louisiana Black Bears</b> <b>Nature Scene Investigations</b>
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>5</b> (SI-E-A2) Use a variety of methods and materials and multiple trials to investigate ideas	<b>Nature Scene Investigations</b>
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>6</b> (SI-E-A3) Use the five senses to describe observations	<b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Scent Sense</b> <b>Nature Scene Investigations</b>
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>8</b> (SI-E-A4) Select and use developmentally appropriate equipment and tools (e.g. magnifying lenses, graduated cylinders) and units of measurement to observe and collect data	<b>All Creatures Great and Small</b> <b>Nature Scene Investigations</b>
2	Understanding Scientific Inquiry	<b>12</b> (SI-E-B3) Recognize that a variety of tools can be used to examine objects as different degrees of magnifications (e.g. hand lens, microscope)	<b>Nature Scene Investigations</b>

2	Forms of Energy	<b>21(PS-E-C1)</b> Use students' own voices to demonstrate pitch (e.g. low, high)	<b>Now Hear This!</b>
2	Forms of Energy	<b>22 (PS-E-C1)</b> Give examples of objects that vibrate to produce sound (e.g. drum, stringed instrument, end of a ruler, cymbal)	<b>Now Hear This!</b>
2	Life Science: Characteristics of Organisms	<b>27 (LS-E-A1)</b> Match the appropriate food source and habitat for a variety of animals (e.g. cows/grass/field, fish/tadpoles/water)	<b>Louisiana Black Bears Habitat That Forest Ecology Now Hear This! Birds of Prey</b>
2	Life Science: Characteristics of Organisms	<b>28 (LS-E-A3)</b> Describe structures of plants (e.g. roots, leaves stems, flowers, seeds)	<b>A Tree's Life</b>
2	Life Science: Characteristics of Organisms	<b>30 (LS-E-A4)</b> Identify physical characteristics of organisms (e.g. worms, amphibians, plants)	<b>Exploring Reptiles A Tree's Life Camouflage and Warning Colors Now Hear This! Vision of the Forest Birds of Prey Investigating Insects All Creatures Great and Small Nature Scene Investigations</b>
2	Life Science: Life Cycles of Organisms	<b>33 (LS-E-B1)</b> Compare the life cycles of selected organisms (e.g. mealworm, caterpillar, tadpole)	<b>Exploring Reptiles Birds of Prey Investigating Insects</b>
2	Life Science: Life Cycles of Organisms	<b>34 (LS-E-B3)</b> Describe inherited characteristics of living things	<b>Camouflage and Warning Colors</b>
2	Life Science: Organisms and Their Environments	<b>35 (LS-E-C1)</b> Identify the components of a variety of habitats and describe how organisms in those habitats depend on each other	<b>Habitat That Forest Ecology</b>
2	Earth and Space Science:	<b>36 (ESS-E-A1)</b>	<b>Nature Scene Investigations</b>

	Properties of Earth Materials	Observe and record the properties of rocks, minerals, and soils gathered from their surroundings (e.g. color, texture, odor)	
2	Science and the Environment	<b>45</b> (SE-E-A2) Locate and identify plants and animals within an ecosystem	<b>Louisiana Black Bears</b> <b>A Tree's Life</b> <b>Forest Ecology</b> <b>Investigating Insects</b>
2	Science and the Environment	<b>46</b> (SE-E-A2) Illustrate and describe a simple food chain located within an ecosystem	<b>Louisiana Black Bears</b> <b>Forest Ecology</b> <b>Birds of Prey</b>
2	Science and the Environment	<b>47</b> (SE-E-A2) Identify the Sun as the primary energy source in a food chain	<b>Louisiana Black Bears</b> <b>A Tree's Life</b> <b>Forest Ecology</b>
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>1</b> (SI-E-A1) Ask questions about objects in the environment (e.g. plants, rocks, storms)	<b>Exploring Reptiles</b> <b>Language of Nature</b> <b>Louisiana Black Bears</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Ecology</b> <b>Camouflage and Warning Colors</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Scent Sense</b> <b>Birds of Prey</b> <b>Investigating Insects</b> <b>All Creatures Great and Small</b> <b>Nature Scene Investigations</b>
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>2</b> (SI-E-A1) Pose questions that can be answered by using students' own observations and scientific knowledge, and testable investigations	<b>Exploring Reptiles</b> <b>Language of Nature</b> <b>Louisiana Black Bears</b> <b>Habitat That</b> <b>A Tree's Life</b> <b>Forest Ecology</b> <b>Camouflage and Warning Colors</b> <b>Now Hear This!</b>

			<b>Vision of the Forest</b> <b>Scent Sense</b> <b>Birds of Prey</b> <b>Investigating Insects</b> <b>All Creatures Great and Small</b> <b>Nature Scene Investigations</b>
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>3</b> (SI-E-A1) Use observations to design and conduct simple investigations or experiments to answer testable questions	<b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Scent Sense</b> <b>Nature Scene Investigations</b>
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>4</b> (SI-E-A2) Predict and anticipate possible outcomes	<b>Louisiana Black Bears</b> <b>Nature Scene Investigations</b>
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>5</b> (SI-E-A2) Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data)	<b>Nature Scene Investigations</b>
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>6</b> (SI-E-A3) Use the five senses to describe observations	<b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Scent Sense</b>
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>8</b> (SI-E-A4) Select and use developmentally appropriate equipments and tools (e.g. magnifying lenses, microscopes, graduated cylinders) and units of measurements to observe and collect data	<b>All Creatures Great and Small</b> <b>Nature Scene Investigations</b>
3	Understanding Scientific Inquiry	<b>13</b> (SI-E-B1) Identify questions that need to be explained through further inquiry	<b>Nature Scene Investigations</b>
3	Understanding Scientific Inquiry	<b>14</b> (SI-E-B1) Distinguish between what is known and what is unknown in scientific investigations	<b>Nature Scene Investigations</b>
3	Understanding Scientific Inquiry	<b>15</b> (SI-E-B3) Recognize that a variety of tools can be used to examine objects at different degrees of magnifications (e.g. hand lens, microscope)	<b>Nature Scene Investigations</b>

3	Physical Science: Properties of Objects and Materials	<b>18</b> (PS-E-A1) Compare and classify objects of properties determined through experimentation	<b>Nature Scene Investigations</b>
3	Physical Science: Properties of Objects and Materials	<b>21</b> (PS-E-A3) Compare common objects and identify the original material from which they are made	<b>Nature Scene Investigations</b>
3	Forms of Energy	<b>27</b> (PS-E-C1) Use the words high/low to compare the pitch of sound and the words loud/soft to compare the volume (amplitude) of sound	<b>Now Hear This!</b>
3	Life Science: Characteristics of Organisms	<b>35</b> (LS-E-A3) Compare structures (parts of the body) in a variety of animals (e.g. fish, mammals, reptiles, amphibians, birds, insects)	<b>Exploring Reptiles</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Birds of Prey</b> <b>Investigating Insects</b> <b>All Creatures Great and Small</b> <b>Nature Scene Investigations</b>
3	Life Science: Characteristics of Organisms	<b>36</b> (LS-E-A3) Compare structures (e.g. roots, leaves, stems, flowers, seeds) and their functions in a variety of plants	<b>A Tree's Life</b>
3	Life Science: Characteristics of Organisms	<b>37</b> (LS-E-A3) describe how plant structures enable the plant to meet its basic needs	<b>A Tree's Life</b>
3	Life Science: Characteristics of Organisms	<b>38</b> (LS-E-A4) Classify groups of organisms based on common characteristics	<b>Exploring Reptiles</b> <b>Camouflage and Warning Colors</b> <b>Birds of Prey</b> <b>Nature Scene Investigations</b>
3	Life Science: Characteristics of Organisms	<b>39</b> (LS-E-A4) Compare organisms from different groups (e.g. birds with mammals, terrestrials plants with aquatic plants)	<b>Exploring Reptiles</b> <b>Language of Nature</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Nature Scene Investigations</b>
3	Earth and Space Science: Properties of Earth Materials	<b>46</b> (ESS-E-A1) Describe earth processes that have affected	<b>Nature Scene Investigations</b>

		selected physical features in students' neighborhoods (e.g. rusting, weathering, erosion)	
3	Earth and Space Science: Properties of Earth Materials	<b>48</b> (ESS-E-A3) Identify examples of the processes of a water cycle (e.g. evaporation, condensation, precipitation, collection of runoff)	<b>Nature Scene Investigations</b>
3	Science and the Environment	<b>57</b> (SE-E-A1) Describe the interrelationships of living (biotic) and nonliving (abiotic) components within various ecosystems (e.g. terrarium, swamp, backyard)	<b>Language of Nature Forest Ecology</b>
3	Science and the Environment	<b>58</b> (SE-E-A3; SE-E-A5) Describe how humans have had negative and positive effects on organisms and their environments	<b>Louisiana Black Bears Nature Scene Investigations</b>
3	Science and the Environment	<b>60</b> (SE-E-A4) Explain how renewable and nonrenewable resources can be replenished or depleted	<b>Nature Scene Investigations</b>
3	Science and the Environment	<b>62</b> (SE-E-A5) Identify animals in Louisiana that have recovered and that are no longer considered endangered	<b>Louisiana Black Bears All Creatures Great and Small</b>
4	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>1</b> (SI-E-A1) Ask questions about objects in the environment (e.g. plants, rocks, storms)	<b>Exploring Reptiles Louisiana Black Bears Forest Ecology Warning Colors and Mimicry Now Hear This! Vision of the Forest Olfactory Sense Birds of Prey Investigating Insects Wildlife Mathematics Nature Scene Investigations</b>
4	Science as Inquiry: The	<b>2</b> (SI-E-A1)	<b>Exploring Reptiles</b>

	Abilities to Do Scientific Inquiry	Pose questions that can be answered by using students' own observations and scientific knowledge, and testable investigations	<b>Louisiana Black Bears</b> <b>Forest Ecology</b> <b>Warning Colors and Mimicry</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Olfactory Sense</b> <b>Birds of Prey</b> <b>Investigating Insects</b> <b>Wildlife Mathematics</b> <b>Nature Scene Investigations</b>
4	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>3 (SI-E-A1)</b> Use observations to design and conduct simple investigations or experiments to answer testable questions	<b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Olfactory Sense</b> <b>Nature Scene Investigations</b>
4	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>4 (SI-E-A2)</b> Predict and anticipate possible outcomes	<b>Louisiana Black Bears</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Nature Scene Investigations</b>
4	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>6 (SI-E-A2)</b> Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data)	<b>Nature Scene Investigations</b>
4	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>7 (SI-E-A3)</b> Use the five senses to describe observations	<b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Olfactory Sense</b> <b>Nature Scene Investigations</b>
4	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>9 (SI-E-A4)</b> Select and use developmentally appropriate equipments and tools (e.g. magnifying lenses, microscopes, graduated cylinders) and units of measurements to observe and collect data	<b>Wildlife Mathematics</b>
4	Understanding Scientific Inquiry	<b>14 (SI-E-B1)</b> Identify questions that need to be explained through further inquiry	<b>Nature Scene Investigations</b>
4	Understanding Scientific	<b>15 (SI-E-B1)</b>	<b>Nature Scene Investigations</b>

	Inquiry	Distinguish between what is known and what is unknown in scientific investigations	
4	Understanding Scientific Inquiry	<b>16 (SI-E-B2)</b> Select the best experimental design to answer a given testable question	<b>Nature Scene Investigations</b>
4	Understanding Scientific Inquiry	<b>17 (SI-E-B3)</b> Recognize that a variety of tools can be used to examine objects at different degrees of magnifications (e.g. hand lens, microscope)	<b>Nature Scene Investigations</b>
4	Understanding Scientific Inquiry	<b>18 (SI-E-B4)</b> Base explanations and logical inferences on scientific knowledge, observations, and scientific evidence	<b>Nature Scene Investigations</b>
4	Life Science: Characteristics of Organisms	<b>41 (LS-E-A3)</b> Describe how parts of animals' bodies are related to their functions and survival (e.g. wings/flying, webbed feet/swimming)	<b>Exploring Reptiles Now Hear This! Vision of the Forest Olfactory Sense Birds of Prey Investigating Insects Wildlife Mathematics Nature Scene Investigations</b>
4	Life Science: Life Cycles of Organisms	<b>47 (LS-E-B1)</b> Sequence stages in the life cycles of various organisms, including seed plants	<b>Investigating Insects</b>
4	Life Science: Life Cycles of Organisms	<b>48 (LS-E-B2)</b> Classify examples of plants and animals based on a variety of criteria	<b>Exploring Reptiles Investigating Insects Wildlife Mathematics Nature Scene Investigations</b>
4	Life Science: Life Cycles of Organisms	<b>49 (LS-E-B3)</b> Compare similarities and differences between parents and offspring in plants and animals	<b>Investigating Insects</b>
4	Life Science: Organisms and Their Environments	<b>50 (LS-E-C1)</b> Explain how some organisms in a given habitat compete for the same resources	<b>Forest Ecology</b>
4	Life Science: Organisms and	<b>51 (LS-E-C1)</b>	<b>Nature Scene Investigations</b>

	Their Environments	Describe how organisms can modify their environment to meet their needs (e.g. beavers making dams)	
4	Life Science: Organisms and Their Environments	<b>52 (LS-E-C2)</b> Describe how some plants and animals have adapted to their habitats	<b>Louisiana Black Bears</b> <b>Warning Colors and Now Hear This!</b> <b>Vision of the Forest</b> <b>Olfactory Sense</b> <b>Wildlife Mathematics</b> <b>Birds of Prey</b> <b>Nature Scene Investigations</b>
4	Science and the Environment	<b>70 (SE-E-A1)</b> Design an ecosystem that includes living (biotic) and nonliving (abiotic) components and illustrates interdependence	<b>Forest Ecology</b>
4	Science and the Environment	<b>71 (SE-E-A2)</b> Describe and explain food chains/webs and the directional flow of energy in various ecosystems (e.g. construct a model, drawing, diagram, graphic organizer)	<b>Forest Ecology</b>
4	Science and the Environment	<b>72 (SE-E-A2)</b> Predict and describe consequences of the removal of one component in a balanced ecosystem (e.g. consumer, herbivores, nonliving component)	<b>Forest Ecology</b>
5	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>1 (SI-M-A1)</b> Generate testable questions about objects, organisms, and events that can be answered through scientific investigation	<b>Exploring Reptiles</b> <b>Louisiana Black Bears</b> <b>Forest Ecology</b> <b>Warning Colors and Mimicry</b> <b>Now Hear This!</b> <b>Vision of the Forest</b> <b>Olfactory Sense</b> <b>Birds of Prey</b> <b>Investigating Insects</b> <b>Nature Scene Investigations</b>

5	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>2</b> (SI-M-A1) Identify problems, factors, and questions that must be considered in a scientific investigation	<b>Nature Scene Investigations</b>
5	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>3</b> (SI-M-A1) Use a variety of sources to answer questions	<b>Nature Scene Investigations</b>
5	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>4</b> (SI-M-A2) Design, predict outcomes, and conduct experiments to answer guiding questions	<b>Nature Scene Investigations</b>
5	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>6</b> (SI-M-A3) Select and use appropriate equipment, technology, tools, and metric system units of measurement to make observations	<b>Wildlife Mathematics</b>
5	Physical Science: Properties and Changes of Properties of Matter	<b>1</b> (PS-M-A1) Measure A variety of objects in metric system units	<b>Wildlife Mathematics</b>
5	Life Science: Structure and Function of Living Systems	<b>18</b> (LS-M-A3) Describe the metamorphosis of an amphibian (e.g. frog)	<b>Exploring Reptiles</b>
5	Life Science: Structure and Function of Living Systems	<b>20</b> (LS-M-A5) Describe the levels of structural organization in living things (e.g. cells, tissues, organs, organ systems)	<b>Now Hear This! Vision of the Forest</b>
5	Life Science: Populations and Ecosystems	<b>23</b> (LS-M-C2) Construct food chains that could be found in ponds, marshes, oceans, forests, or meadows	<b>Louisiana Black Bears Forest Ecology</b>
5	Life Science: Populations and Ecosystems	<b>24</b> (LS-M-C2) Describe the roles of producers, consumers, and decomposers in a food chain	<b>Louisiana Black Bears Forest Ecology</b>
5	Life Science: Populations and Ecosystems	<b>25</b> (LS-M-C2) Compare food chains and food webs	<b>Forest Ecology</b>
5	Life Science: Populations and Ecosystems	<b>26</b> (LS-M-C3) Identify and describe ecosystems of local importance	<b>Forest Ecology Investigating Insects</b>
5	Life Science: Populations	<b>28</b> (LS-M-C4)	<b>Louisiana Black Bears</b>

	and Ecosystems	Explain and give examples of predator/prey relationships	<b>Forest Ecology</b> <b>Warning Colors and Birds of Prey</b> <b>Investigating Insects</b> <b>Nature Scene Investigations</b>
5	Life Science: Adaptations of Organisms	<b>29</b> (LS-M-D1) Describe adaptations of plants and animals that enable them to thrive in local and other natural environments	<b>Exploring Reptiles</b> <b>Warning Colors and Now Hear This!</b> <b>Vision of the Forest</b> <b>Olfactory Sense</b> <b>Birds of Prey</b> <b>Wildlife Mathematics</b> <b>Nature Scene Investigations</b>
5	Earth and Space Science: Structure of the Earth	<b>33</b> (ESS-M-A7) Identify the processes that prevent or cause erosion	<b>Nature Scene Investigations</b>
5	Science and the Environment	<b>49</b> (SE-M-A3) Identify and give examples of pollutants found in water, air, and soil	<b>Nature Scene Investigations</b>
5	Science and the Environment	<b>50</b> (SE-M-A4) Describe the consequences of several types of human activities on local ecosystems (e.g. polluting streams, regulating hunting, introducing non-native species)	<b>Louisiana Black Bears</b> <b>Nature Scene Investigations</b>