

Zoo Miami Outreach

Next Generation State Standards

Animals Live! (Outdoor presentation with up to 6 animals)

Grade	Creature Feature	Sensational Senses	Enriching Science
Kindergarten	<ul style="list-style-type: none"> Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3) 	<ul style="list-style-type: none"> Recognize the five senses and related body parts. (SC.K.L.14.1) Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3) 	<ul style="list-style-type: none"> Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (SC.K.L.14.3) Recognize that learning can come from careful observation. (SC.K.N.1.5) Explore art processes and media to produce artworks. (VA.K.S.1.1)
Grade 1	<ul style="list-style-type: none"> Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (SC.1.L.17.1) 	<ul style="list-style-type: none"> Make observations of living things and their environment using the five senses (SC.1.L.14.1) 	<ul style="list-style-type: none"> Make observations of living things and their environment using the five senses (SC.1.L.14.1) Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. (SC.1.N.1.2) Demonstrate safety procedures for using art tools and materials. (VA.1.S.3.3)
Grade 2	<ul style="list-style-type: none"> Compare and contrast the basic needs that all living things, including humans, have for survival. (SC.2.L.17.1) Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. (SC.2.L.17.2) 	<ul style="list-style-type: none"> Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. (SC.2.L.17.2) 	<ul style="list-style-type: none"> Compare and contrast the basic needs that all living things, including humans, have for survival. (SC.2.L.17.1) Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs. (SC.2.L.17.2) Use appropriate decision-making skills to meet intended artistic objectives. (VA.2.C.2.1)

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Grade 3	<ul style="list-style-type: none"> Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors. (SC.3.L.15.1) 		<ul style="list-style-type: none"> Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations. (SC.3.N.1.1) Infer based on observation. (SC.3.N.1.6) Follow procedures, focusing on the art-making process. (VA.3.S.2.2) Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks. (VA.3.S.3.1)
Grade 4	<ul style="list-style-type: none"> Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. (SC.4.L.16.2) Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4) 	<ul style="list-style-type: none"> Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. (SC.4.L.16.2) 	<ul style="list-style-type: none"> Recognize that animal behaviors may be shaped by heredity and learning. (SC.4.L.16.3) Recognize ways plants and animals, including humans, can impact the environment. (SC.4.L.17.4) Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art. (VA.4.F.1.1) Examine and apply creative solutions to solve an artistic problem. (VA.4.F.1.2)
Grade 5	<ul style="list-style-type: none"> Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1) 	<ul style="list-style-type: none"> Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. (SC.5.L.17.1) 	<ul style="list-style-type: none"> Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycle variations, animal behaviors, and physical characteristics. (SC.5.L.17.1) Develop multiple solutions to solve artistic problems and justify personal artistic or aesthetic choices. (VA.5.F.1.2)
Grade 6			<ul style="list-style-type: none"> Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered. (SC.6.N.2.2) Use analytical skills to understand meaning and explain connections with other contexts. (VA.68.C.3.3)

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			<ul style="list-style-type: none"> Use technology skills to create an imaginative and unique work of art.(VA.68.F.1.4)
Grade 7	<ul style="list-style-type: none"> Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water. (SC.7.E.6.6) 		<ul style="list-style-type: none"> Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.(SC.7.L.17.3) Evaluate artwork objectively during group assessment to determine areas for refinement.(VA.68.C.2.2) Use technology skills to create an imaginative and unique work of art.(VA.68.F.1.4)
Grade 8			<ul style="list-style-type: none"> Design and conduct a study using repeated trials and replication.(SC.8.N.1.2) Evaluate artwork objectively during group assessment to determine areas for refinement.(VA.68.C.2.2) Use technology skills to create an imaginative and unique work of art. (VA.68.F.1.4)
Grades 9-12	<ul style="list-style-type: none"> Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species. (SC.912.L.17.8) 		<ul style="list-style-type: none"> Define problem based on a specific body of knowledge and do following: pose a questions, conduct observations, etc. (SC.912.N.1.1) Assess the effectiveness of innovative methods of protecting the environment. (SC.912.L.17.17) Focus on visual information and processes to complete the artistic concept.(VA.912.S.2.2) Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.(VA.912.F.1.1)

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			<ul style="list-style-type: none">• Use technological tools to create art with varying effects and outcomes. (VA.912.F.1.4)