



Ohio Academic Standards Addressed By Zoo Program

ANIMAL DEMONSTRATION—REPTILES AND AMPHIBIANS IN OUR WORLD (K-3)

Program description:

Is it a reptile? Perhaps it's an amphibian! How can you tell the difference? This program will help your students learn the differences and why these animals are important in our world.

Ohio Science Standards addressed by this program, organized by grade band and then standard:

GRADES K-2

Standard: Life Science

Benchmark B: Explain how organisms function and interact with their physical environment.

Indicators:

Kindergarten

5. Investigate observable features of plants and animals that help them live in different kinds of places.

Grade 1

3. Explore that humans and other animals have body parts that help to seek, find and take in food when they are hungry (e.g., sharp teeth, flat teeth, good nose and sharp vision).

Grade 2

3. Explain why organisms can survive only in environments that meet their needs (e.g., organisms that once lived on Earth have disappeared for different reasons such as natural forces or human-caused effects).

6. Investigate the different structures of plants and animals that help them live in different environments (e.g., lungs, gills, leaves and roots).

Benchmark C: Describe similarities and differences that exist among individuals of the same kind of plants and animals.

Indicators:

Kindergarten

3. Describe how plants and animals usually resemble their parents.

Standard: Scientific Ways of Knowing

Benchmark B: Recognize the importance of respect for all living things.

Indicators:

Kindergarten

3. Interact with living things and the environment in ways that promote respect.

GRADE 3

Standard: Life Science

Benchmark A: Differentiate between the life cycles of different plants and animals.

Indicators:

Grade 3

1. Compare the life cycles of different animals including birth to adulthood, reproduction and death (e.g., egg-tadpole-frog, egg-caterpillar-chrysalis-butterfly).

Benchmark B: Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.

Indicators:

Grade 3

2. Relate animal structures to their specific survival functions (e.g., obtaining food, escaping or hiding from enemies).