

# Living Close to the Land

## *Correlation to Core Curriculum*

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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.2.1

Obtain, evaluate, and communicate information to describe patterns of what living things (plants and animals, including humans) need to survive. Emphasize the similarities and differences between the survival needs of all living things. Examples could include that plants depend on air, water, minerals, and light to survive, or animals depend on plants or other animals to survive. (LS1.C, LS2.B)

#### Standard K.2.2

Obtain, evaluate, and communicate information about patterns in the relationships between the needs of different living things (plants and animals, including humans) and the places they live. Emphasize that living things need water, air, and resources and that they live in places that have the things they need. Examples could include investigating plants grown in various locations and comparing the results or comparing animals with the places they live. (LS2.A, LS2.B, ESS3.A)

#### 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 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)

#### Standard 2.2.4

Design a solution to a human problem by mimicking the structure and function of plants and/or animals and how they use their external parts to help them survive, grow, and meet their needs. Define the problem by asking questions and gathering information, convey designs through sketches, drawings, or physical models, and compare and test designs. Examples could include a human wearing a jacket to mimic the fur of an animal or a webbed foot to design a better swimming fin. (LS1.A, LS1.D, ETS1.A, ETS1.B, ETS1.C)