Field Trips

In a box that says: [Our field trips are aligned with Pennsylvania's STEELS Environmental Literacy & Sustainability (ELS) standards.]

(At each age group, link to this doc and specific sections using the bookmark links)

Riverbend Field Trips: ELS Standards addressed

K-2

Habitat Exploration
3.1.K.A. Students can use observations to describe patterns of what plants and animals (including humans) need to survive.
3.3.K.B. Students can construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
3.3.K.C. Students can use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
3.1.2.C. Students can make observations of plants and animals to compare the diversity of life in different habitats.
3.4.K-2.C. Students can explain ways that places differ in their physical characteristics, their meaning, and their value and/or importance.

3-5

Ecosystems
3.1.3.D. Students can use evidence to support the explanation that traits can be influenced by the environment.
3.1.3.G. Students can construct an argument with evidence that in a particular habitat, some organisms can survive well, some survive less well, and some cannot survive at all.
3.1.4.A. Students can construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
3.1.5.B. Students can develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
3.2.5.G. Students can use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
3.3.5.C. Students can develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
3.4.3-5.A. Students can analyze how living organisms, including humans, affect the environment in which they live, and how their environment affects them.

Watersheds

3.3.5.C Students can develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact.
3.3.5.D. Students can describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
3.4.3-5A Students can analyze how living organisms, including humans, affect the environment in which they live and how their environment affects them.
3.4.3-5.C Students can examine ways you influence your local environment and community by collecting and displaying data.
3.4.3-5.D Students develop a model to demonstrate how local environmental issues are connected to larger local environment and human systems.
3.4.3-5.F Students can critique ways that people depend on and change the environment.

6-8

Amazing Race

Engages students in STEELs Science and Engineering practices

3.4.6-8.E Collect, analyze, and interpret environmental data to describe a local environment.

Environmental Challenges

3.4.6-8.E Collect, analyze, and interpret environmental data to describe a local environment.
3.1.6-8.Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Service Learning

3.1.6-8.U Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

High School

Ecology Field Study

3.1.9-12.N Life Science: Interdependent Relationships in Ecosystems

Students who demonstrate understanding can design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

3.1.9-12.L Life Science: Interdependent Relationships in Ecosystems

Students who demonstrate understanding can use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

K-5

Winter Walk in the Woods

3.1.K.A life science: Students who demonstrate understanding can use observations to describe patterns of what plants and animals (including humans) need to survive.

3.1.2.C: Students who demonstrate understanding can make observations of plants and animals to compare the diversity of life in different habitats.
3.1.3.G. Students can construct an argument with evidence that in a particular habitat, some organisms can survive well, some survive less well, and some cannot survive at all.
3.1.4.A. Students can construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

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ROR

PreK - K

Animal Ambassadors Series

3.1.K.A life science: Students who demonstrate understanding can use observations to describe patterns of what plants and animals (including humans) need to survive.
3.3.K.C. Students can use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
3.4.K-2.C. Students can explain ways that places differ in their physical characteristics, their meaning, and their value and/or importance.
Env. Literacy 3.4.K-2.B Students who demonstrate understanding can examine how people from different cultures and communities, including one's own, interact and express their beliefs about nature.
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