

Forestry - Follow the Path	
Level 1 – Grades 3 - 5	
Project 2061 Benchmarks (Grade 3 – 5)	
The Nature of Science	
Activity	Scientific Inquiry
1 – 15	Scientific investigations may take many different forms, including what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. Investigations can focus on physical, biological, and social questions.
1 - 15	Scientists’ explanations about what happens in the world come partly from what they observe, partly from what they think. Sometimes scientists have different explanations for the same set of observations. That usually leads to their making more observations to resolve the differences.
The Living Environment	
	Diversity of Life
2, 3, 6	A great variety of kinds of living things can be sorted into groups in many ways using various features to decide which things belong in which group.
2, 3, 6	Features used for grouping depend on the purpose of the grouping
	Interdependence of Life
5, 8	For any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
5	Changes in an organism’s habitat are sometimes beneficial to it and sometimes harmful
8	Organisms interact with one another in various ways besides providing food. Many plants depend on animals for carrying their pollen to other plants or for dispersing their seeds.
	Flow of Matter and Energy
4, 9-11	Some source of “energy” is needed for all organisms to stay alive and grow
	Evolution of Life
2, 3, 6, 7	Individuals of the same kind differ in their characteristics, and sometimes the differences give individuals an advantage in surviving and reproducing
The Designed World	
	Materials and Manufacturing
14	Naturally occurring materials such as wood, clay, cotton, and animal skins may be processed or combined with other materials to change their properties
14	Through science and technology, a wide variety of materials that do not appear in nature at all have become available, ranging from steel to nylon to liquid crystals.

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Level 1 – Grades 3 - 5	
NH Science Frameworks (Grade K – 6)	
Science as Inquiry	
Activity	1a. Students will demonstrate an increasing understanding of how the scientific enterprise operates
1 – 15	Solve problems using a variety of strategies
1 – 15	Pose questions for scientific investigations and make predictions about the outcomes
1 – 15	Use appropriate tools and techniques to gather, organize, and interpret data
1 – 15	Construct explanations, including the development of simple models, for observations made
Life Science	
	3a. Students will demonstrate an increasing ability to recognize patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection.
2, 3, 6, 7	Classify a variety of organisms based on their characteristics, and use this scheme as a tool to organize information about the diversity of life forms
2, 3, 6, 7	Describe/identify random differences between individuals of the same species of plant or animal, e.g. students can examine parts of plants of the same species and recognize variations, and can construct graphs and charts showing the variations
	3b. Students will demonstrate an increasing ability to understand how environmental factors affect all living systems (i.e. individuals, community, biome, the biosphere) as well as species to species interactions.
4, 5, 9, 10, 11, 13	Identify and describe the basic requirements for sustaining life, e.g. plants and animals need food for energy and growth
5	Conduct an investigation which illustrates how the environment affects the viability of plants or animals within that environment
8	Describe and give examples of the various types of interactions that occur among organisms (e.g. predator-prey, symbiotic, producer-consumer-decomposer, host-parasite) to demonstrate how organisms compete or cooperate with each other to gain food, resources or space
	3d. Students will demonstrate an increasing ability to understand fundamental structures, functions, and mechanisms of inheritance found in microorganisms, fungi, protists, plants, and animals.
4, 7, 9 - 11	Identify the major anatomical features of plants and animals, and the major function of each