



Elementary Learning Standards

Metro's classroom presentations engage kindergarten through fifth grade students in activities and discussions, encouraging critical thinking about how choices impact our lives, resources, and our community.

Next Generation Standards

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
- K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change and define a simple problem that can be solved through the development of a new or improved object or tool.
- 3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- 3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 3-LS4-3: 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.
- 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- 5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- 5-PS3-1: 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.
- 3-5-ETS1-2. Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

National Education for Sustainability K-12 Student Learning Standards

- 2.1 Interconnectedness - Sense of Place: Students demonstrate an understanding of place - the natural systems and cycles, the human/cultural context and the connections between both.
- 2.3 Economic Systems - Human needs and wants: (food, water, energy, shelter) Students distinguish between personal wants and needs and identify how culture, marketing and advertising inform their consumption patterns.
- 3.1 Personal Action - Making a difference: students understand that everyone has the ability to affect change or impact a system, community and self

Oregon Social Studies Standards

- Civics and Government: SS.03.CG.03 Identify ways that people can participate in their communities and the responsibilities of participation
- Social Science Analysis: SS.03.SA.03 Identify and compare different ways of looking at an event, issue or problem; SS.03.SA.03 Identify possible options or responses; then make a choice or express an opinion; SS.03.SA.04 Identify how people or other living things might be affected by an event, issue, or problem.
- Geography: SS.05GE.07.02 Describe how human activity can impact the environment
- Social Science Analysis: SS.05.SA.04 Identify characteristics of an event, issue or problem, suggesting possible causes and results; SS.05.SA.05 Identify a response or solution and support why it makes sense, using support from research

English Language Arts Standards

- CCSS.ELA.Literacy.SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- CCSS.ELA.Literacy.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on, building on other's ideas and expressing their own clearly.
- CCSS.ELA.Literacy.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and oral (speaking and listening, comprehension and collaboration)
- CCAA.ELA-Literacy.W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

UN Sustainable Development Goals

- Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable
 - 11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management.
- Goal 12 Ensure sustainable consumption and production patterns
 - 12.2 By 2030, achieve the sustainable management and efficient use of natural resources.
- Goal 13 Climate Action Take urgent action to combat climate change and its impacts.
 - 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.