



## Ohio Academic Standards Addressed By Zoo Program

### Cat Ambassador Program

#### Program description:

Observe and discuss what makes each cat uniquely adapted to its environment, its role in the ecosystem and what can be done to protect all cats' natural habitat.

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

### GRADES K-2

#### **Standard:** Life Sciences

**Benchmark A:** Discover that there are living things, non-living things and pretend things, and describe the basic needs of living things (organisms).

##### **Indicators:**

###### Grade 1

1. Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.
4. Investigate that animals eat plants and/or other animals for food and may also use plants or other animals for shelter and nesting.

###### Grade 2

1. Explain that animals, including people, need air, water, food, living space and shelter; plants need air, water and nutrients (e.g., minerals), living space and light to survive.

**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

2. Explain that food comes from sources other than grocery stores (e.g., farm crops, farm animals, oceans, lakes and forests).
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

2. Identify that there are many distinct environments that support different kinds of organisms.
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).

**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 2

3. Describe ways in which using the solution to a problem might affect other people and the environment.

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**GRADES 3-5**

**Standard:** Life Sciences

**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).

3. Classify animals according to their characteristics (e.g., body coverings and body structure).

**Benchmark C:** Compare changes in an organism's ecosystem/habitat that affect its survival.

Grade 5

4. Summarize that organisms can survive only in ecosystems in which their needs can be met (e.g., food, water, shelter, air carrying capacity and waste disposal). The world has different ecosystems and distinct ecosystems support the lives of different types of organisms.

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**Grades 9-10**

**Standard:** Earth and Space Sciences

**Benchmark D:** Describe the finite nature of Earth's resources and those human activities that can conserve or deplete Earth's resources.

**Indicators:**

Grade 10

5. Explain how the acquisition and use of resources, urban growth and waste disposal can accelerate natural change and impact the quality of life.

**Standard:** Life Sciences

**Benchmark G:** Describe how human activities can impact the status of natural systems.

**Indicators:**

Grade 10

18. Describe ways that human activities can deliberately or inadvertently alter the equilibrium in ecosystems. Explain how changes in technology/biotechnology can cause significant changes, either positive or negative, in environmental quality and carrying capacity.