HAWS Humane Education Programming Academic Standards Alignment

	Animal Senses	Ecosystem Sweet Ecosystem	Five Freedoms	Science of Scent	Helping Hands	Early Childhood Encounters	Hannah's Haven	No More Bullying!
Grades	**K5-2nd Grade**	**2nd-8th Grade**	**2nd-6th Grade**	**5th-8th Grade**	**7th-12th Grade**	**3, 4 and 5 Year Olds**	**2nd-5th Grade**	**3rd-5th Grade**
Standards **WI** Wisconsin Academic Standards **NGSS** Next Generation Science Standards **WMELS** Wisconsin Model Early Learning Standards **CASEL** Collaborative for Academic, Social and Emotional Learning	**SCI.LS1.D.1** Animals sense and communicate information and respond to inputs with behaviors that help them grow and survive. (WI)	**ELS.EX2.B.e** Identify species within an ecosystem and describe how the ecosystem provides resources and services necessary for survival. (WI)	**SS.PS2.b.2** Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community. (WI)	**SCI.LS1.D.4** Different sense receptors are specialized for particular kinds of information; animals use their perceptions and memories to guide their actions. (WI)	**ELS.EN7** Students engage in experiences to develop stewardship for the sustainability of natural and cultural systems. (WI)	**Health and Physical Development: C.EL. 1** Uses senses to take in, experience, integrate, and regulate responses to the environment. (WMELS)	**Fluency – Grade 2** **EE.RF.2.4** Attend to words in print. a. Read familiar text comprised of known words. (WI)	**Self-Awareness:** Learners will be able to recognize and label a variety of complex emotions in self and others. (CASEL)
	SCI.LS1.A.1 All organisms have external parts that they use to perform daily functions. (WI)	**ELS.EX2.B.i** Explain how living and non-living things can affect survival of organisms. Recognize ways that organisms depend on other organisms (e.g., plants depend on animals for pollination and seed dispersal) and that each has a role in the function of the ecosystem (e.g., producers, consumers, and decomposers). (WI)	**SS.PS4.a.e** Compare and contrast perspectives on the same topic. (WI)	**SCI.LS1.D.m** Each sense receptor responds to different inputs, transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain resulting in immediate behavior memories. (WI)	**ELS.EN7.C.m** Evaluate and share the outcomes of a stewardship project in meeting goals to improve natural and cultural system health and offer strategies for improving outcomes that will improve sustainability of natural and cultural systems. (WI)	**Approaches to Learning: A.EL. 2** Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities. (WMELS)	**Fluency – Grade 3** **EE.RF.3.4** Read words in text. Read familiar text comprised of known words. (WI)	**Social Awareness:** Learners will be able to identify others' need for empathy and respond in respectful ways. (CASEL)
	SCI.SEP2.K-2 Compare models to identify common features and differences. (WI)	**ELS.EX2.B.m** Analyze the relationships between living (biotic) and non-living (abiotic) parts in an ecosystem and examine the impact of each on the system. Describe how relationships among humans and organisms, species, populations, communities, ecosystems, and biomes affect the sustainability of natural and cultural systems. (WI)	**ELS.EX5.A.e** Examine ways one's own beliefs, views, and understanding, influence decision-making and actions. Explain the impact of one's decisions on others. Identify how individuals and groups make choices that individually and collectively impact natural and cultural systems. (WI)	**MS-LS1-8** From Molecules to Organisms: Structures and Processes – Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. (NGSS)	**ELS.EN7.C.h** Analyze the outcomes of the stewardship experiences with a variety of audiences reflecting different perspectives; evaluate the effectiveness of the project in terms of balancing interests of natural and cultural systems. (WI)	**Scientific Thinking: C. EL.1** Uses observation to gather information. (WMELS)	**Fluency – Grade 4** **EE.RF.4.4** Read words in text. Read text comprised of familiar words with accuracy and understanding. (WI)	**Relationship Skills:** Learners will be able to independently adapt behavior based upon peer feedback and environmental cues. (CASEL)
		ELS.C1C.i Investigate and classify natural and designed objects, formulate questions about the relationship between physical and natural characteristics of the environment (e.g, soil/plants, water/animals), identify patterns, make predictions, and solve problems through sensory observations and active exploration outdoors. (WI)	**CCTS.4C2** Students will formulate and defend judgements and decisions by employing critical thinking skills. (WI)			**Creativity and Imagination: B. EL. 2** Expresses self creatively through music, movement, and art. (WMELS)	**Fluency – Grade 5** **EE.RF.5.4** Read words in text. Read text comprised of familiar words with accuracy and understanding. (WI)	**Decision Making:** Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others. (CASEL)