



## ▶ STATE STANDARDS CORRELATION

- ▶ **State:** Delaware
- ▶ **Grade Levels:** Grades 3-5
- ▶ **Content Areas:** Inquiry, Technology, Life and Environmental Sciences

Audubon Adventure activities are intended for use with grades 3-5. DE state standards are established for K-5 with specific learning expectations for each grade level. Audubon Adventure activities have been correlated to the appropriate standards and the grade level expectations for grades 4 and 5, since the activities match Delaware standards at those grade levels only. Access a complete listing of Delaware science content standards, correlated Essential Questions and Enduring Understandings through [www.doe.k12.de.us/programs/ci/content\\_areas/science.shtml](http://www.doe.k12.de.us/programs/ci/content_areas/science.shtml).

### **Grade 4**

#### **Standard 1 – Nature and Application of Science and Technology**

##### **Relating Structures of Living Things to Their Function**

- Generate focused questions and informed predictions about the natural world.
- Design and conduct simple to multi-step investigations in order to test predictions. Keep constant all but the condition being tested.
- Accurately collect data using observations, simple tools and equipment. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others.
- Construct a reasonable explanation by analyzing evidence from the data. Revise the explanation after comparing results with other sources and further investigation.
- Communicate procedures, data, and explanations to a variety of audiences. Justify the results by using evidence to form an argument.
- Use mathematics, reading, writing, and technology when conducting scientific inquiries.

#### **Standard 6 – Life Processes**

##### **Relating Structures of Living Things to Their Function**

- Sort and group plants and animals according to similarities in structures or functions of structures. Explain why the plants and animals have been grouped in this manner.
- Select a living organism and develop descriptions of how the organism responds to a variety of stimuli.
- Observe, record, and describe changes in the health or behavior of an organism as a result of changes in its environment.
- Compare and contrast structures that have similar functions in various organisms.
- Describe how similar structures found on different organisms have similar functions and enable those organisms to survive and reproduce in different environments.

#### **Standard 7 – Diversity and Continuity of Living Things**

##### **Relating Structures of Living Things to Their Function**

- Compare the similarities and differences of offspring to their parents. Know that offspring receive characteristics from both parents.
- Observe, record, and describe changes in the health or behavior of an organism as a result of changes in its environment.

## **Grade 5**

### **Standard 1 – Nature and Application of Science and Technology**

#### **Interactions Between Living Things and Their Environment**

- Generate focused questions and informed predictions about the natural world.
- Design and conduct simple to multi-step investigations in order to test predictions. Keep constant all but the condition being tested.
- Accurately collect data using observations, simple tools and equipment. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others.
- Construct a reasonable explanation by analyzing evidence from the data. Revise the explanation after comparing results with other sources and further investigation.
- Communicate procedures, data, and explanations to a variety of audiences. Justify the results by using evidence to form an argument.
- Use mathematics, reading, writing, and technology when conducting scientific inquiries.

### **Standard 3 – Energy and Its Effects**

#### **Interactions Between Living Things and Their Environment**

- Identify sunlight as the source of energy needed for plants to make their own food. Observe that sunlight can also warm objects such as the surface of the Earth.

### **Standard 6 – Life Processes**

#### **Interactions Between Living Things and Their Environment**

- Explain that all organisms require a form of energy to survive and that humans and other animals obtain energy and materials from food.
- Identify and discuss how short term and long term alterations in the environment affect the health of organisms found in that ecosystem.
- Identify external structures and behaviors of organisms that enable them to survive in their particular ecosystem and describe how these structures enable the organisms to respond to internal and external cues.
- Research the ways that a variety of organisms respond to internal and external cues. Describe the similarities and differences among the organisms.

### **Standard 7 – Diversity and Continuity of Living Things**

#### **Interactions Between Living Things and Their Environment**

- Recognize that there are many different kinds of vertebrates and invertebrates in the world's ecosystem with a diverse variety of organisms in each group.

### **Standard 8 – Ecology**

#### **Interactions Between Living Things and Their Environment**

- Examine a variety of ecosystems such as marsh, pond, field, forest. Compare how the organisms, the habitat, and the food chains are similar and different in these ecosystems.
- Identify environmental factors that affect growth and reproduction of organisms in an ecosystem.
- Conduct investigations to simulate terrestrial and aquatic ecosystems and their interdependence. Demonstrate and describe how alteration of one part of the ecosystem may cause changes throughout the entire ecosystem.
- Categorize the organisms within an ecosystem according to the function they serve as producers, consumers, or decomposers. Explain why the organism was categorized this way.
- Identify the Sun as a source of energy that drives an ecosystem. Describe the path of energy from the Sun to the producers then to the consumer in the food chain. Recognize that an organism has dependent and independent relationships in an ecosystem.
- Identify natural and man made changes to an ecosystem. Discuss how these changes affect the balance of an ecosystem.
- Explain why moving organisms from their ecosystems to a new ecosystem may upset the balance of the new ecosystem, for example, by introduction of diseases or depletion of resources