▶ STATE STANDARDS CORRELATION

- **State:** New York
- **Grade Levels:** Grades 3-8
- **Content Areas:** English Language Arts, and Mathematics, Science, & Technology

For a complete list of Learning Standards, please visit http://www.highered.nysed.gov/kiap/PCPPU/service_learn/standards/standards.htm or contact the New York State Department of Education.

ENGLISH LANGUAGE ARTS

Standard 1: Language for Information and Understanding

Listening and Reading

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Speaking and Writing

2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Standard 3: Language for Critical Analysis and Evaluation

Listening and Reading

1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Speaking and Writing

2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Standard 4: Language for Social Interaction

Listening and Speaking

1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

MATHEMATICS, SCIENCE, AND TECHNOLOGY

Standard 1: Analysis, Inquiry, and Design

1. Scientific Inquiry

a. The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

b. Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

c. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

2. Engineering Design

a. Engineering design is an iterative process involving modeling and optimization finding the best solution within given constraints which is used to develop technological solutions to problem within given constraints.

Standard 2: Information Systems

1. Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

Standard 4: Science

The Living Environment

1. Living things are both similar to and different from each other and nonliving things.
2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
3. Individual organisms and species change over time.
4. The continuity of life is sustained through reproduction and development.
5. Organisms maintain a dynamic equilibrium that sustains life.
6. Plants and animals depend on each other and their physical environment.
7. Human decisions and activities have had a profound impact on the physical and living environment.

Standard 6: Interconnectedness: Common Themes

Systems Thinking

1. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.

Models

2. Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, and design.

Scale

Patterns of Change

5. Identifying patterns of change is necessary for making predictions about future behavior and conditions.

Standard 7: Interdisciplinary Problem Solving

Connections

1. The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision-making, design, and inquiry into phenomena.
Strategies
2. Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.

Audubon Adventures Issue	English Language Arts	Mathematics, Science, and Technology
Stink, Bite, Hide, Fight!		
Student Newspaper	1.1	2.1; 4.1; 4.2; 4.3; 6.2; 6.5;
Classroom Resource Manual:		
Hands-On Activity: *Understanding Animal Body Language (page 29)*	1.1, 1.2, 3.1, 3.2,	1.1.a; 2.1; 4.1; 4.2; 6.5; 7.2
Hands-On Activity: *Building a Defense (page 29)*	1.1, 3.1	1.1.a,c; 2.a; 2.1; 4.1; 4.3; 4.6; 6.2;
Field Activity: *Zoo Doings (page 30)*	1.1, 1.2, 3.1, 3.2,	1.1.a; 4.5; 6.5;
Find Out More Essay (page 32)	1.1	1.1.a; 4.5; 4.7; 6.5;
Critter Construction: How, What & Why Animals Build		
Student Newspaper	1.1, 1.2	1.1.a,b,c; 1.2.a; 4.6; 4.7; 6.1; 6.2; 6.5; 7.1
Classroom Resource Manual:		
Field Activity: *Give a Bird Builder a Boost (page 24)*	1.1, 1.2, 3.1, 3.2,	1.2.a; 2.1; 4.6; 4.7; 6.2; 7.2
Hands-On Activity: *All About an Animal Builder (page 22)*	1.1, 3.1	2.1; 4.1; 4.6; 7.2
Hands-On Activity: *Animal Builders Vocabulary Builder (page 22)*	3.1	4.5; 4.6; 4.7;
Find Out More Essay (page 25)	1.1, 3.1	4.2; 4.3; 4.6;
On the Go! Animals that Migrate		
Student Newspaper	1.1, 3.1	1.1.a,b,c; 1.2.a; 2.1; 4.1; 4.4; 4.5; 4.6; 4.7; 6.1; 6.2; 6.5; 7.1; 7.2
Classroom Resource Manual:		
Hands-On Activity: *What's in the Way (page 36)*	1.1; 3.1	1.1.a,b,c; 1.2.a; 2.1; 4.4; 4.6; 4.7; 6.1; 6.2; 6.5; 7.1; 7.2
Hands-On Activity: *Mapping Flapping (page 36)*	1.1, 3.1	1.2.a; 2.1; 4.1; 4.6; 4.7; 6.1; 6.5;
Hands-On Activity: *Native Plants are for the Birds – and Bugs! (page 37)*	1.1, 3.1	2.1; 4.5; 4.6; 4.7;
Find Out More Essay (page 39)		1.1.a; 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 4.7; 6.5; 7.1; 7.2
Plants Rule!		
Student Newspaper	1.1	1.1.a,c; 2.1; 4.1; 4.2; 4.3; 4.4; 4.6; 4.7; 6.1; 7.2
Classroom Resource Manual:		
Hands-On Activity: *Natural Networks(page 15)*	1.1,	1.1.a, 2.1, 4.4, 4.5, 4.6, 6.1,
Hands-On Activity: *Who Eats Whom? (page 16)*	1.1, 3.1	1.a,b,c; 4.3, 4.4, 4.6, 4.7, 6.5,
Field Activity: *They're Everywhere! (page 15)*	1.1, 1.2, 3.1, 3.2,	1.1.c, 2.1, 6.1, 7.1
Find Out More Essay (page 18)	1.1, 3.1	1.1.a, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 6.1, 7.2