



▶ STATE STANDARDS CORRELATION

▶ **State:** Ohio

▶ **Grade Levels:** Science, Grades 3-5 | English Language Arts & Mathematics, Grades 3-5

▶ **Content Areas:** English Language Arts, Science, and Mathematics

Audubon Adventure activities are intended for use with grades 3-5. Ohio state standards are established for the completion different grade levels. The activities have been correlated to these standards. For a detailed description of the Academic Content Standards, please visit:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>, or contact the Ohio Department of Education.

ENGLISH LANGUAGE ARTS ACADEMIC CONTENT STANDARDS

Grade 3

3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
4. Identify important information found in the sources and summarize the important findings.
5. Sort relevant information into categories about the topic.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

Grade 4

1. Identify a topic and questions for research and develop a plan for gathering information.
2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify important information found in the sources and summarize important findings.
4. Create categories to sort and organize relevant information charts, tables or graphic organizers.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

Grade 5

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).

6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered

SCIENCE ACADEMIC CONTENT STANDARDS

1. Life Sciences

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).
6. Describe how changes in an organism's habitat are sometimes beneficial and sometimes harmful.

Grade 4

2. Relate plant structures to their specific functions (e.g., growth, survival and reproduction).
5. Describe how organisms interact with one another in various ways (e.g., many plants depend on animals for carrying pollen or dispersing seeds).

Grade 5

1. Describe the role of producers in the transfer of energy entering ecosystems as sunlight to chemical energy through photosynthesis.
2. Explain how almost all kinds of animals' food can be traced back to plants.
3. Trace the organization of simple food chains and food webs (e.g., producers, herbivores, carnivores, omnivores and decomposers).
4. Summarize that organisms can survive only in ecosystems in which their needs can be met.
5. Support how an organism's patterns of behavior are related to the nature of that organism's ecosystem, including the kinds and numbers of other organisms present, the availability of food and resources, and the changing physical characteristics of the ecosystem.
6. Analyze how all organisms, including humans, cause changes in their ecosystems and how these changes can be beneficial, neutral or detrimental

2. Science & Technology

Grade 3

2. Describe ways that using technology can have helpful and/or harmful results.

Grade 5

1. Investigate positive and negative impacts of human activity and technology on the environment.

3. Scientific Inquiry

Grade 3

2. Discuss observations and measurements made by other people.
3. Read and interpret simple tables and graphs produced by self/others.
5. Record and organize observations (e.g., journals, charts and tables).
6. Communicate scientific findings to others through a variety of methods (e.g., pictures, written, oral and recorded observations).

Grade 4

3. Develop, design and conduct safe, simple investigations or experiments to answer questions.

Grade 5

3. Use evidence and observations to explain and communicate the results of investigations.

4. Scientific Ways of Knowing**Grade 3**

2. Keep records of investigations and observations and do not change the records that are different from someone else's work.

Grade 4

2. Record the results and data from an investigation and make a reasonable explanation.

Grade 5

2. Develop descriptions, explanations and models using evidence to defend/support findings.

5. Keep records of investigations and observations that are understandable weeks or months later.

MATHEMATICS ACADEMIC CONTENT STANDARDS**1. Measurement Standard****Grade 3**

5. Estimate and measure length, weight and volume (capacity), using metric and U.S. customary units as appropriate.

2. Data Analysis and Probability Standard**Grade 3**

1. Collect and organize data from an experiment, such as recording and classifying observations or measurements, in response to a question posed.

4. Support a conclusion or prediction orally and in writing, using information in a table or graph.

9. Conduct a simple experiment or simulation of a simple event, record the results in a chart, table or graph, and use the results to draw conclusions about the likelihood of possible outcomes.

Grade 4

1. Create a plan for collecting data for a specific purpose.

2. Represent and interpret data using tables, bar graphs, line plots and line graphs.

4. Compare different representations of the same data to evaluate how well each representation shows important aspects of the data, and identify appropriate ways to display the data.

5. Propose and explain interpretations and predictions based on data displayed in tables, charts and graphs. of possible outcomes for chance situations;

Grade 5

4. Determine appropriate data to be collected to answer questions posed by students or teacher, collect and display data, and clearly communicate findings.

Audubon Adventures Issue	English Language Arts Academic Content Standards	Science Academic Content Standards	Mathematics Academic Content Standards
Stink, Bite, Hide, Fight!			
Student Newspaper	3.4, 4.3, 5.3,	Life: 3.2, 3.3, 4.2, 4.5, 5.5, 5.6, Tech: 5.1,	
Classroom Resource Manual:			
Hands-On Activity: <i>Understanding Animal Body Language (page 29)</i>	3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3, 5.6,	Life: 4.5, 5.5, Inq: 3.6, Know: 5.2	Data: 3.4, 4.2, 4.5, 5.4
Hands-On Activity: <i>Building a Defense (page 29)</i>	3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3, 5.6,	Life: 3.2, 3.3, 3.6, 5.4, 5.5, Inq: 3.2, 3.5, 3.6, 5.3, Know: 4.2, 5.2, 5.5	Data: 3.1, 4.1, 5.4
Field Activity: <i>Zoo Doings (page 30)</i>	3.5, 4.1, 4.4, 5.1,	Life: 4.5, 5.4, 5.5, Inq: 3.2, 3.3, 3.5, 3.6, 4.3, 5.3, Know: 3.2, 4.2, 5.5	Data: 3.1, 4.1, 4.2, 4.4, 5.4
<i>Find Out More Essay (page 32)</i>	3.4, 4.3, 5.3,	Life: 3.2, 3.3, 3.6, 4.5, 5.4, 5.5, 5.6, Tech: 3.2, 5.1,	
Critter Construction: How, What & Why Animals Build			
Student Newspaper	3.4, 3.7, 4.3, 4.4, 5.3,	Life: 3.2, 3.6, 5.3, 5.4, 5.5, 5.6, Tech: 3.2, 5.1, Inq: 3.5, 3.6, Know: 3.2, 5.2, 5.5	Meas: 3.5, Data: 4.1, 5.4
Classroom Resource Manual:			
Field Activity: <i>Give a Bird Builder a Boost (page 24)</i>	3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3,	Life: 3.6, 5.4, 5.5, 5.6, Tech: 3.2, 5.1, Inq: 3.2, 3.3, 3.5, 4.3,	Meas: 3.5, Data: 3.9,
Hands-On Activity: <i>All About an Animal Builder (page 22)</i>	3.3, 3.4, 3.7, 4.1, 4.2, 4.3, 4.6, 5.1, 5.2, 5.3, 5.6	Life: 3.2, 5.4, 5.5, 5.6, Inq: 3.6, Know: 5.2,	Data: 4.1, 4.2, 4.4, 5.4
Hands-On Activity: <i>Animal Builders Vocabulary Builder (page 22)</i>		Life: 3.2, 3.6, 4.2, 5.4, 5.5, 5.6, Tech: 3.2, 5.1,	
<i>Find Out More Essay (page 25)</i>	3.4, 4.3, 5.3	Life: 3.2, 5.4, 5.5,	
On the Go! Animals that Migrate			
Student Newspaper	3.3, 3.4, 4.2, 4.3, 5.2, 5.3,	Life: 3.6, 4.5, 5.1, 5.4, 5.5, 5.6, Tech: 3.2, 5.1,	Meas: 3.5, Data: 4.2, 4.4,
Classroom Resource Manual:			
Hands-On Activity: <i>What's in the Way (page 36)</i>	3.3, 3.4, 3.5, 4.2, 4.3, 5.2, 5.3,	Life: 3.6, 5.4, 5.5, 5.6, Tech: 3.2, 5.1, Inq: 3.2, 3.3, 3.6, 4.3, Know: 5.2	Meas: 3.5, Data: 3.1, 3.9, 4.1, 4.4, 4.5, 5.4
Hands-On Activity: <i>Mapping Flapping (page 36)</i>	3.5, 4.4,	Life: 3.6, 4.5, 5.5, Inq: 3.2, 3.3, 3.5, 3.6, 4.3, 5.3,	Meas: 3.5, Data: 3.1, 3.4, 4.4, 4.5, 5.4
Hands-On Activity: <i>Native Plants are for the Birds – and Bugs! (page 37)</i>	3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.2, 5.3,	Life: 3.6, 4.2, 4.5, 5.2, 5.3, 5.4, 5.5, 5.6, Tech: 3.2, 5.1, Inq: 3.2, 4.3,	Meas: 3.5, Data: 3.9,
<i>Find Out More Essay (page 39)</i>	3.4, 4.3, 5.3	Life: 3.6, 5.4, 5.5, 5.6, Tech: 3.2, 5.1,	

Plants Rule!			
Student Newspaper	3.4, 4.3, 5.3,	Life: 4.2, 5.1, 5.2, 5.6, Tech: 3.2, 5.1, Inq: 3.5,	Meas: 3.5, Data: 4.2, 4.4
Classroom Resource Manual:			
Hands-On Activity: <i>Natural Networks</i> (page 15)	3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.2, 5.3	Life: 4.5, 5.1, 5.2, 5.5, 5.6, Tech: 3.2, 5.1, Inq: 3.2, 3.5, 3.6,	
Hands-On Activity: <i>Who Eats Whom?</i> (page 16)	3.5, 4.4, 5.3	Life: 3.6, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, Inq: 3.2, 3.3, 3.5, 3.6, 4.3, 5.3, Know: 3.2, 4.2, 5.2, 5.5	Data: 3.1, 3.4, 3.9, 4.1, 4.2, 4.4, 4.5, 5.4
Field Activity: <i>They're Everywhere!</i> (page 15)	3.3. 3.4. 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3,	Life: 4.5, 5.1, 5.2, 5.3, 5.6, Tech: 3.2, 5.1, Inq: 3.2, 3.3. 3.5, 5.3, Know: 3.2, 4.2, 5.2, 5.5	Data: 3.1, 3.9, 4.1, 4.2, 4.4, 4.5, 5.4
<i>Find Out More Essay</i> (page 18)	3.4, 4.3, 5.3,	Life: 4.2, 4.5, 5.1, 5.2, 5.3,	

