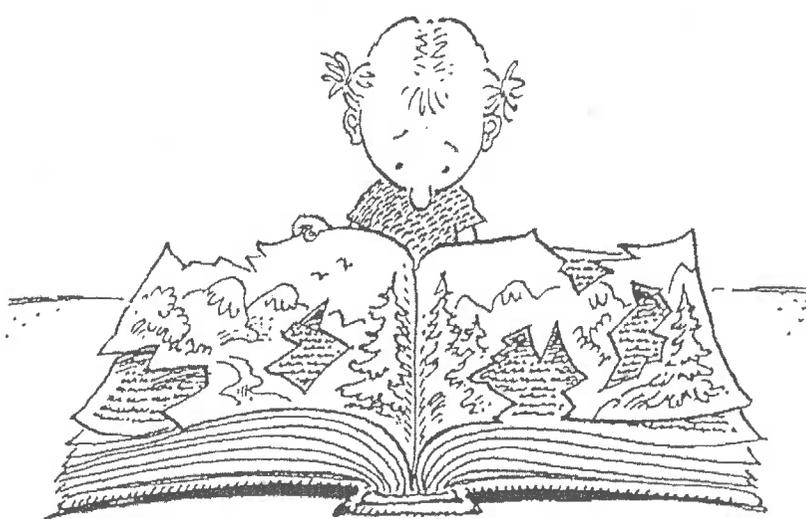


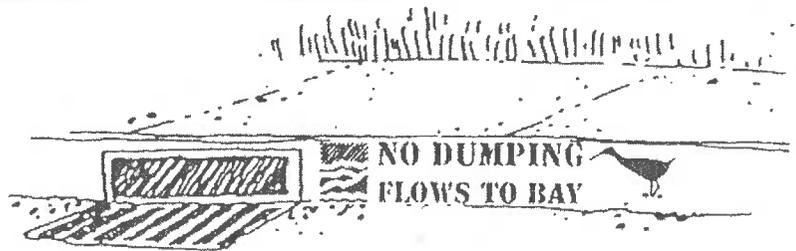
# CALIFORNIA STATE BOARD OF EDUCATION CONTENT STANDARDS CORRELATIONS, GRADES K-6

HISTORY/ SOCIAL SCIENCE STANDARDS				SCIENCE STANDARDS			
SECTION 3: PRE-VISIT CLASSROOM ACTIVITIES				SECTION 3: PRE-VISIT CLASSROOM ACTIVITIES			
Preparing Students for the Field Trips Page # 91	Part 1: Where Are We Going?	Part 3: How Should We Behave?	Part 4: Life Skills	Habitats and Food Chains Page# 104	Part 2: What is your Habitat?	Part 3: A Wetland Habitat	Part 4: Food Chain Links
Kindergarten	K.4.3	K.1.1	K.1.1	Kindergarten		3a	
First Grade		1.1.2	1.1.2	First Grade	2c	2b	2c
Second Grade	2.2			Second Grade		3b	
Third Grade		3.4.2	3.4.2	Third Grade		3c	
				Fourth Grade	3c	2a, b - 3c	2a, b - 3c
				Fifth Grade			
				Sixth Grade	5c	5c	5b
				<b>The Great No- Trash Lunch Experiment Page #110</b>			
				Kindergarten	3c		
				Third Grade	3c- 5e		
				Sixth Grade	6b		

# CALIFORNIA STATE BOARD OF EDUCATION CONTENT STANDARDS CORRELATIONS, GRADES K-6

## SCIENCE STANDARDS

	SECTION 4: HABITAT STUDIES		SECTION 4: THE BAY BEGINS AT YOUR FRONT DOOR		
POST-VISIT CLASSROOM ACTIVITIES:	Wonderful Wetlands (3-6) Page #117	From Marsh to Metropolis (K-6) Page # 121	Watershed Connections (4-6) Page# 131	Puzzling Pipes (2-6) Page #138	Watershed Watchers (K-6) Page # 143
Kindergarten					3a, c
First Grade					
Second Grade		4d			
Third Grade	3b	3d			3c, d
Fourth Grade				6a	4c - 6a
Fifth Grade			3c, e	3e	
Sixth Grade	3c		2a, b	6g	6f, h



# CALIFORNIA STATE BOARD OF EDUCATION CONTENT STANDARDS CORRELATIONS, GRADES K-6

## SCIENCE STANDARDS

### SECTION 4: ENDANGERED SPECIES STUDIES

#### POST-VISIT CLASSROOM ACTIVITIES:

Salty's Home  
(K-4)  
Page# 152

Salt Marsh  
Food Web (3-6)  
Page# 156

Not-So-Trivial  
Endangered  
Species Pursuit (K-6)  
Page# 162

Kindergarten

First Grade

Second Grade

4d

4d, f

Third Grade

3d

1a, b - 3b

3b, d

Fourth Grade

2a, b, c - 3c

Fifth Grade

3a

2a

Sixth Grade

5a, c



# CALIFORNIA STATE BOARD OF EDUCATION CONTENT STANDARDS CORRELATIONS, GRADES K-6

## SCIENCE STANDARDS

### SECTION 4: BIRDS AND MIGRATION STUDIES

#### POST-VISIT CLASSROOM ACTIVITIES:

Shovelers on  
the Move (3-6)  
Page #167

Mallard Migration  
(K-4)  
Page #175

Shorebirds  
Eye View (2-6)  
Page #181

Kindergarten

First Grade

2b

Second Grade

4d

Third Grade

3b - 5b, e

3b

3d

Fourth Grade

3c

Fifth Grade

6g

Sixth Grade

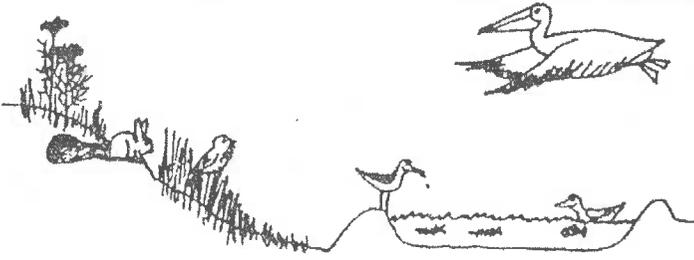
7d



# CALIFORNIA STATE BOARD OF EDUCATION CONTENT STANDARDS CORRELATIONS, GRADES K-6

## SCIENCE STANDARDS

### SECTION 5: HABITAT STUDIES

FIELD TRIP ACTIVITIES:	Mud Creature Lab (K-6) Page # 187	Wetlands Water Cafe (K-6) Page # 193	Habitat Comparison Walk (K-6) Page #216	Butterfly Garden (K-6) Page # 207	What's In a Habitat (K-6) Page # 227
Kindergarten	2c		3a	2a , b, c	2a, 3a
First Grade	2a,c		2a	2a, b, c, d	2a, b, c
Second Grade	4c,f,g			2 a,, b, c	3c
Third Grade	1b			1b-3a-5e	1b
Fourth Grade	2a,c - 3a,c	2b	2b - 3a,c	3c	2b
Fifth Grade	2a	6f		3a	
Sixth Grade	5b,c,d	5c	5c	5c-7b	5c
					

# CALIFORNIA STATE BOARD OF EDUCATION CONTENT STANDARDS, GRADES K-6

## SCIENCE STANDARDS

	SECTION 5: THE BAY BEGINS AT YOUR FRONT DOOR	SECTION 6: ENDANGERED SPECIES			
FIELD TRIP ACTIVITIES:	<b>Don't let Pollution Leave Home (K-6)</b> Page# 231	<b>Where Have All Wetlands Gone? (3-6)</b> Page# 237	<b>Salt Marsh Mini- Expedition (3-6)</b> Page# 256	<b>Salt Marsh Discovery (K-2)</b> Page# 250	<b>New Chicago Marsh Walk (3-6)</b> Page# 242
Kindergarten					
First Grade					
Second Grade				3c-4c, f, g	
Third Grade	5d	3b, d	3b, 5b		3a
Fourth Grade	2b	2b - 3a, c	3a, c		3c
Fifth Grade			6f		
Sixth Grade	5a, c	5c	5c - 7b		

# CALIFORNIA STATE BOARD OF EDUCATION CONTENT STANDARDS CORRELATIONS, GRADES K-6

## SCIENCE STANDARDS

### SECTION 6: BIRDS AND MIGRATION STUDIES

#### FIELD TRIP ACTIVITIES:

**Birds: Chompers  
& Stompers (K-2)**  
Page # 262

**Feet, Beaks,  
& Eats (2 - 6)**  
Page # 272

**What's For  
Dinner (2-6)**  
Page # 268

**Who Did the  
Owl Eat? (K-6)**  
Page # 279

**Wetland Migration  
Sensation (3-6)**  
Page # 285

**Dynamite Ducks  
Depart. (K-3)**  
Page #293

Kindergarten

2a, 4d

2c

2a, 3a, b

First Grade

2a, c

2a, c

2c

2a, b, c

Second Grade

4c

4c

4a

4f

2a, c

Third Grade

3a

3a, b - 5e

3a-5b

3b, d

3a, b

Fourth Grade

3c

3c

3c

2b

Fifth Grade

2a

2a

2a

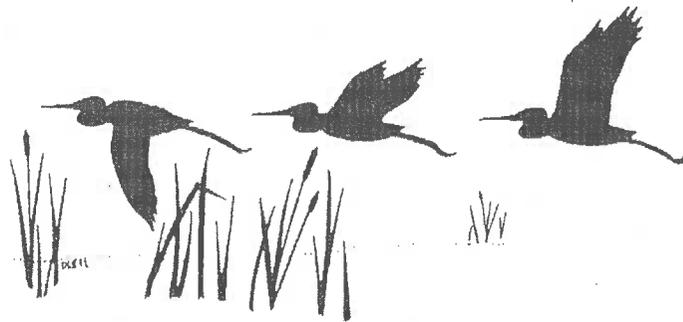
Sixth Grade

5c

5c

5c-7d

5b, d



# CALIFORNIA STATE BOARD OF EDUCATION CONTENT STANDARDS CORRELATIONS, GRADES K-6

## HISTORY/ SOCIAL SCIENCE STANDARDS

	SECTION 5: HABITAT STUDIES		SECTION 5: THE BAY BEGINS AT YOUR FRONT DOOR	SECTION 6: ENDANGERED SPECIES STUDIES	SECTION 6: BIRDS AND MIGRATION STUDIES	
<b>FIELD TRIP ACTIVITIES:</b>	Habitat Comparison Walk (K-6) Page# 216	What's In a Habitat? (K-6) Page# 227	Don't Let Pollution Leave Home (K-6) Page# 231	Where Have All the Wetlands Gone? (3-6) Page# 237	Wetland Migration Sensation (3-6) Page# 285	
Fourth Grade	3.1.1	3.1.1	3.1.2	3.1.2	3.1.2	
	SECTION 4: HABITAT STUDIES		SECTION 4: THE BAY BEGINS AT YOUR FRONT DOOR			SECTION 4: ENDANGERED SPECIES STUDIES
<b>POST VISIT CLASSROOM ACTIVITIES:</b>	Wonderful Wetlands (3-6) Page# 117	From Marsh to Metropolis (K-6) Page# 121	Watershed Connection (4-6) Page# 131	Puzzling Pipes (2-6) Page# 138	Watershed Watchers (K-6) Page# 143	Salty's Home (K-4) Page# 152
Third Grade	3.1.1 - 3.1.2		3.1.2	3.1.1 - 3.1.2	3.1.2	3.1.2
Fourth Grade			4.1.4	4.1.5		

# CALIFORNIA STATE BOARD OF EDUCATION

## LANGUAGE ARTS CONTENT STANDARDS, GRADES K-6

Using Language Arts Content Standards to Extend Student Learning for

Pre-Visit Classroom Activities, p. 85 and Post-Visit Classroom Activities, p. 117.

- Look for these at the end of each activity under “Ideas for Writing and Speaking Topics for Language Arts”.
- Use the “Student can explore” topics, or use your own topics, as appropriate for your grade level to include the writing and speaking content standards listed below.
- Post-Visit Classroom Activities; *Poetry in Motion*, *Animals and Plants of San Francisco Bay Habitats*, and *Exercise Your Right to Write* are additions for Language Arts Lessons.

### KINDERGARTEN

#### Writing

##### 1.0 Writing Strategies

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects or events.

#### Reading

##### 2.0 Reading Comprehension

- 2.2 Use pictures and context to make predictions about story content.

### GRADE ONE

#### Writing

##### 1.0 Writing Strategies

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

##### 2.0 Writing Applications

- 2.2 Write brief expository descriptions of a real object, person, place or event using sensory details.

#### Listening and Speaking

##### 2.0 Speaking Applications

- 2.3 Relate an important life event or personal experience in a simple sequence.
- 2.4 Provide descriptions with careful attention to sensory detail.

### GRADE TWO

#### Writing

##### 1.0 Writing Strategies

- 1.1 Write brief narratives based on their experiences:
  - a. Move through a logical sequence of events
  - b. Describe the setting, characters, objects and events in detail.

2.2 Write a friendly letter complete with the date, salutation, body, closing and signature.

### **Listening and Speaking**

#### **2.0 Speaking Applications**

2.1 Recount experiences or present stories:

- a. Move through a logical sequences of events.
- b. Report on a topic with facts and details, drawing from several sources of information.

## **GRADE THREE**

### **Writing**

#### **1.0 Writing Strategies**

1.1 Create a single paragraph.

#### **2.0 Writing Applications**

2.1 Writing narratives:

- a. Provide a context within which an action takes place.
- b. Include well-chosen details to develop the plot.
- c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

### **Listening and Speaking**

#### **2.0 Speaking Applications**

2.1 Make brief narrative presentations:

- a. Provide a context for an incident that is the subject of the presentation.
- b. Provide insight into why the selected incident is memorable.
- c. Include well-chosen details to develop character, setting, and plot.

2.4 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things or experiences.

## **GRADE FOUR**

### **Writing**

#### **1.0 Writing Strategies**

1.2 Create multiple-paragraph compositions.

#### **2.0 Writing Applications**

2.1 Write narratives:

- a. Relate ideas, observations, or recollections of an event or experience.
- b. Provide a context to enable the reader to imagine the workd of the event or experience.
- c. Use concrete sensory details.
- d. Provide insight into why the selected event or experience is memorable.

### **Listening and Speaking**

#### **2.0 Speaking Applications**

2.1 Make narrative presentations:

- a. Relate ideas, observations, or recollections about an event or experience.
- b. Provide a context to enable the reader to imagine the world of the event or experience.
- c. Provide insight into why the selected event or experience is memorable.

2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, temp, volume, and phrasing.

## GRADE FIVE

### Writing

#### 1.0 Writing Strategies

1.2 Create multiple-paragraph expository compositions.

#### 2.0 Writing Applications

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

a. Frame questions that direct the investigation.

b. Establish a controlling idea or topic.

c. Develop the topic with simple facts, details, examples, and explanations.

### Listening and Speaking

#### 2.0 Speaking Applications

2.2 Deliver informative presentations about an important idea, issue or event by the following means.

(Same as for writing applications in 2.3, a.b.c)

## GRADE SIX

### Writing

#### 1.0 Writing Strategies

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

1.2 Create multiple-paragraph expository compositions.

#### 2.0 Writing Applications

2.2 Write expository compositions (e.g., description, explanation, comparison, and contrast, problem and solution).

2.4 Write persuasive compositions.

### Listening and Speaking

#### 3.0 Speaking Applications

2.4 Deliver persuasive presentations.

2.5 Deliver presentations on problem and solutions:

a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.

b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.



## PATTERN SHAPERS:

The brain looks for patterns in order to understand.

*examples:*

**classification:** e.g., plants, animals, minerals

**needs:** food, water, space, shelter

**food chains (webs):**

producers, consumers, decomposers

**habitats:** homes, cities, salt marshes

**comparisons:**

similarities/differences, now/then, predator/prey

**systems:** rivers to ocean, creeks to bay, families to government

Pattern shapers can give students time to use information again and again in varying settings until information is recallable in a usable form as a behavior or program.

*example: food chains:* students begin with the construction of a chain; then they learn about their own and other people's food chains; next they compare these with food chains found in their school yard and on the field trip and act out food chains and food webs, (what happens when they are broken?); lastly, they explore how to help maintain healthy food chains, and develop personal and/or group (school, organization, community) action plans.

*Pattern Shapers adapted from Kid's Eye View of Science.*

## MATCHING SCIENCE PROCESSES AND CONTENT WITH CHILDREN'S COGNITIVE DEVELOPMENT, GRADES K-9

Science is more than learning facts about the physical and natural worlds. Scientists do things that help them discover and understand how things work.

GRADE LEVEL	SCIENCE PROCESSES	DESCRIPTIONS OF CONTENT
K-3	<p><b>1. Observing:</b> gathering information about the world by looking, touching, smelling, hearing, or tasting.</p> <p><b>2. Communicating:</b> telling others about something you know, usually through speaking, writing, drawing, or graphing.</p> <p><b>3. Comparing:</b> thinking about the qualities of objects by focusing on their similarities and differences.</p> <p><b>4. Ordering:</b> arranging things in sequence of occurrence along a continuum, such as small to large or rough to smooth.</p> <p><b>5. Categorizing:</b> grouping and classifying things according to common traits.</p>	Focuses on one-word descriptions, discrete ideas.
3-6	<p><b>1-5 above, and</b></p> <p><b>6. Relating:</b> demonstrating understanding of interactions or of cause-and-effect events.</p>	Focuses on principles, generalizations, laws.
6-9	<p><b>1-6 above, and</b></p> <p><b>7. Inferring:</b> using knowledge gained through observation to understand things that are remote and cannot be observed. For example, through evidence and reasoning, we can make inferences about the evolution of life.</p>	Focuses on ideas that are not directly observable.

From: *Science Framework for California Public Schools, Kindergarten through Grade 12*. Published by the California Department of Education, Sacramento 1990.