



STATE STANDARDS CORRELATION

State: New York

Grade Levels: Grades 3-8

Content Areas: English Language Arts, Mathematics, Science & Technology

For a complete list of Learning Standards, please visit <http://www.emsc.nysed.gov/ciai/cores.html> or <http://www.emsc.nysed.gov/ciai/standards.html> 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

Standard 3: Elementary

6. Uncertainty: Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

Standard 3: Intermediate

1. Mathematical Reasoning: Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.
4. Modeling/Multiple Representation: Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.

SCIENCE AND TECHNOLOGY

Standard 1: Analysis, Inquiry, and Design

1. Scientific Inquiry

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

2. Engineering Design

1. 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.
3. Information technology can have positive and negative impacts on society, depending upon how it is used.

Standard 4: Science

Physical Setting

4. Energy exists in many forms, and when these forms change energy is conserved.

The Living Environment

3. Individual organisms and species change over time.
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 5: Technology

2. Technological tools, materials, and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms.

Standard 6: Interconnectedness: Common Themes

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 & Technology
At Home in a Habitat			
Student Newspaper	1.2, 3.2, 4.1	3.1	1.1.1, 1.2.1, 4.3, 4.6, 4.7, 6.5, 7.1, 7.2
Classroom Resource Manual:			
Field Activity: <i>Wild in the Schoolyard</i> (page 15)	1.1, 1.2		1.2.1, 2.1, 4.6, 4.7, 5.2, 7.2
Hands-On Activity: <i>Help the Local Habitat: Build a Bird Feeder</i> (page 16)	1.1, 3.1,	3.6, 3.4	1.2.1, 4.5, 4.6
Hands-On Activity: <i>Garbage In, Compost Out!</i> (page 16)	1.1, 1.2, 3.1, 3.2, 4.1,		1.2.1, 2.1, 2.3, 4.4, 4.7, 7.1, 7.2
<i>Find Out More Essay</i> (page 18)	1.1	3.1, 3.4	1.1.1, 1.2.1, 2.1, 4.3, 4.5, 4.6, 4.7, 5.2, 6.5
Caretaking our World's Water			
Student Newspaper	1.1, 3.1	3.6, 3.1, 3.4	1.1.1, 4.6, 4.7, 5.2, 6.5, 7.1, 7.2
Classroom Resource Manual:			
Field Activity: <i>School Water Audit</i> (page 24)	1.1, 1.2, 3.1, 3.2, 4.1	3.1, 3.4	1.2.1, 4.7, 5.2, 6.5, 7.1, 7.2
Hands-On Activity: <i>Where's Our Water From?</i> (page 26)	3.1	3.6, 3.4	1.1.1, 1.2.1, 2.1, 2.3, 4.7, 5.2, 7.1
Hands-On Activity: <i>Map Your Watershed</i> (page 26)	1.1, 1.2, 3.1, 3.2, 4.1		1.1.1, 2.1, 4.7, 6.5, 7.1
<i>Find Out More Essay</i> (page 27)	1.1, 3.1		1.2.1, 4.5, 4.6, 4.7, 5.2, 6.5, 7.1
Power from the Planet			
Student Newspaper	1.1, 3.1	3.6, 3.1	1.1.1, 2.1, 4.4, 4.5, 4.7, 5.2, 6.5, 7.1
Classroom Resource Manual:			
Hands-On Activity: <i>Energy Challenge</i> (page 33)	1.1, 1.2, 3.1, 3.2, 4.1		1.1.1, 2.1, 4.7, 6.5, 7.1, 7.2
Hands-On Activity: <i>Trashology</i> (page 33)	1.1, 3.1	3.6, 3.1	4.7, 6.5, 7.1
Field Activity: <i>Energy Check</i> (page 34)	1.1, 3.1	3.6, 3.1	1.2.1, 2.1, 2.3, 4.7, 5.2, 6.5, 7.1
<i>Find Out More Essay</i> (page 36)	1.1		4.4, 4.7, 5.2, 6.5

