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## Section 7: State Standards and Benchmarks

This section provides educators with information about how to correlate West Eugene Wetland activities to all subject area benchmarks for third and fifth grade.

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# Oregon Standards/Benchmarks

## 1. Science

### 1A. Life Science: Organisms

#### Grade 3

- Recognize characteristics that are similar and different between organisms.
- Describe the basic needs of living things.

#### Grade 5

- Group or classify organisms based on a variety of characteristics.
- Describe basic plant and animal structures and their functions.

### 1B. Life Science: Heredity

#### Grade 3

- Describe how related plants and animals have similar characteristics.

#### Grade 5

- Describe the life cycle of an organism.



### 1C. Life Science: Diversity/Interdependence

#### Grade 3

- Describe a habitat and the organisms that live there.
- Identify how some animals gather and store food, defend themselves, and find shelter.

#### Grade 5

- Describe the relationship between characteristics of specific habitats and the organisms that live there.
- Describe how adaptations help a species survive.

### 1D. Earth and Space Science: The Dynamic Earth

#### Grade 3

- Recognize physical differences in Earth materials.
- Identify daily and seasonal weather changes.

#### Grade 5

- Identify properties and uses of Earth materials.
- Describe patterns of seasonal weather.
- Identify causes of Earth surface changes.

### 1E. Physical Science: Matter

#### Grade 3

- Describe objects according to their physical properties.
- Describe changes that occur in matter.

#### Grade 5

- Identify substances as they exist in different states of matter.
- Describe the ability of matter to change state by heating and cooling.

**1F. Science Inquiry: Forming the Question/Hypothesis**

**Grade 3**

- Make observations. Based on these observations, ask questions or form hypotheses, which can be explored through simple investigations.

**Grade 5**

- Make observations. Ask questions or form hypotheses based on those observations, which can be explored through scientific investigations.

**1G. Science Inquiry: Designing the Investigation**

**Grade 3**

- Plan a simple investigation.

**Grade 5**

- Design a simple investigation to answer questions or test hypotheses.

**1H. Science Inquiry: Collecting and Presenting Data**

**Grade 3**

- Collect data from an investigation.

**Grade 5**

- Collect, organize, and summarize data from investigations.

**1I. Science Inquiry: Analyzing and Interpreting Results**

**Grade 3**

- Use the data collected from an investigation to explain the results.

**Grade 5**

- Summarize, analyze, and interpret data from investigations.

***2. Mathematics***

**2A. Calculations and Estimations: Computation**

**Grade 3**

- Perform whole number calculations using paper and pencil.

**Grade 5**

- Perform calculations on whole numbers, fractions, and decimals using paper and pencil.

**2B. Calculations and Estimations: Estimations**

**Grade 3**

- Estimate solutions to problems and determine if the solutions are accurate and reasonable.

**Grade 5**

- Estimate solutions to problems and determine if the solutions are accurate and reasonable.

## 2C. Measurement: Units and Tools

### Grade 3

- Select the appropriate units and tools to measure length, perimeter, weight, area, volume, time, temperature, and angle.

### Grade 5

- Select the appropriate units and tools to measure length, perimeter, weight, area, volume, time, temperature, and angle.

## 2D. Measurement: Direct Measurement

### Grade 3

- Measure length, perimeter, weight, area, time, and temperature using standard and nonstandard units of measurement.

### Grade 5

- Measure length, perimeter, weight, area, volume, time, temperature, and angle using standard and nonstandard units of measurement.



## 2E. Statistics and Probability: Probability

### Grade 3

- Use concepts of probability such as likely, unlikely, and certain.

### Grade 5

- Use predictions using experimental probability.

## 2F. Statistics and Probability: Interpretation of Data

### Grade 3

- Collect, organize, display, and describe simple data using charts, tables, number lines, bar graphs, and line graphs.

### Grade 5

- Collect, organize, display, and analyze data using number lines, bar graphs, and line graphs.

## 2G. Mathematical Problem Solving: Conceptual Understanding

### Grade 3

- Use pictures, models, diagrams, and symbols to show main mathematical concepts in the problem.
- Select and use relevant information in the problem to solve it.

### Grade 5

- Use pictures, models, diagrams, and symbols to show main mathematical concepts in the problem.
- Select and use relevant information in the problem to solve it.

## **2H. Mathematical Problem Solving: Processes and Strategies**

### **Grade 3**

- Select and use mathematical strategies. Apply graphic and/or numeric models to solve the problem.

### **Grade 5**

- Select and use appropriate mathematical strategies. Apply graphic and/or numeric models to solve the problem.

## **2I. Mathematical Problem Solving: Communication**

### **Grade 3**

- Communicate the solution with clear reasoning applicable to the problem.

### **Grade 5**

- Communicate the solution with clear reasoning applicable to the problem.

## ***3. English***

### **3A. Reading**

#### **Grade 3**

- Determine meanings of words using contextual and structural clues, illustrations, and other reading strategies.
- Locate information using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables.
- Retell, summarize, or identify sequence of events, main ideas, facts, and opinions in literary and informative selections.
- Identify cause and effect relationships and make simple predictions.
- Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.

#### **Grade 5**

- Determine meanings of words using contextual and structural clues, illustrations, and other reading strategies.
- Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.
- Identify sequences of events, main ideas, facts, supporting details, and opinions in practical and informative selections.
- Identify relationships, images, patterns, or symbols and draw conclusions about their meaning in printed material.
- Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.

**3B. Writing**  
**Grade 3**

- Convey main ideas with some details.
- Write in a variety of modes (e.g., narrative, imaginative, expository).

**Grade 5**

- Convey clear main ideas and supporting details in ways appropriate to topic, audience, and purpose.
- Write in a variety of modes and forms (e.g., essays, stories, reports) appropriate to audience and purpose.

**3C. Communication**

**Grade 3**

- Convey main ideas with some supporting details appropriate to audience and purpose.

**Grade 5**

- Convey clear, focused main ideas with supporting details appropriate to audience and purpose.



**4. Social Sciences**

**4A. Civics and Government**

**Grade 3**

- Identify ways that people can participate in their communities and the responsibilities of participation.

**Grade 5**

- Understand how citizens can learn about public issues.

**4B. Geography**

**Grade 3**

- View and draw simple maps and pictures to locate, describe, and show movement among places.
- Identify physical characteristics of places and compare them.
- Understand how peoples' lives are affected by the physical environment.

**Grade 5**

- Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams.
- Identify physical and human characteristics of regions in the United States.
- Understand how physical environments are affected by human activities.

#### **4C. History**

##### **Grade 5**

- Identify cause and effect relationships in a sequence of events.

#### **4D. Social Science Analysis**

##### **Grade 3**

- Identify an issue or problem that can be studied.
- Gather information relating to an issue or problem.
- Identify and compare different ways of looking at an event, issue, or problem.
- Identify how people or other living things might be affected by an event, issue, or problem.
- Identify possible options or responses; then make a choice or express an opinion.

##### **Grade 5**

- Examine an event, issue, or problem through inquiry and research.
- Gather, use, and document information from multiple sources.
- Identify and study two or more points of view of an event, issue, or problem.
- Identify characteristics of an event, issue, or problem, suggesting possible causes and results.
- Identify a response or solution and support why it makes sense, using support from research.

### ***5. Career-Related Learning***

**5A. Personal Management:** Exhibit appropriate work ethics and behaviors in school and community.

**5B. Problem Solving:** Apply decision-making and problem-solving techniques in school and community.

**5C. Communication:** Demonstrate effective communication skills to give and receive information in school and community.

**5D. Organizations and Systems:** Describe how individuals fit into organizations and systems.

**5E. Teamwork:** Demonstrate effective teamwork in school and community.

## Oregon Standards/Benchmark Correlations

		Science	Mathematics	English	Social Science	Career
<b>Pre-Field Trip</b>	Learning Assessments			3A		
	Preparing Students for the Field Trip			3A	4B	
	Sensing Nature	1A		3A-3C		
	What Is A Wetland?	1A, 1C, 1D		3A-3C		
	Habitats and Food Chains	1A, 1C	2C, 2D	3B, 3C		5C, 5E
<b>Field Trip Activities</b>	Watershed Connection	1C, 1D, 1E		3A-3C	4B	5C, 5E
	Wetlands Soils	1D, 1E		3A-3C		5C, 5E
	Soil and Water	1D, 1E, 1G-1I		3A-3C		5C, 5E
	West Eugene Wetland Plants	1A-1C	2C, 2D	3A-3C		5C, 5E
	Seeds On The Go	1A-1C	2E	3A-3C		5C, 5E
	Exploring West Eugene Wetland Habitats	1A-1C, 1G-1I		3A-3C	4B	5C, 5E
	Home Sweet Home	1A, 1C, 1G-1I		3A-3C		5C, 5E
	Who's For Dinner?	1A, 1C, 1G-1I		3A-3C		5C, 5E
	Mini-Beasts Discovery	1A-1C, 1E, 1G-1I		3A-3C		5C, 5E
<b>Support Activities</b>	Watershed Model	1D, 1E			4B	5C, 5E
	Animals and Plants Of West Eugene Wetland Habitats	1A-1C	2F	3A-3C		
	Wet Prairie Food Web	1A, 1C		3A, 3C	4C	5C
	West Eugene Wetland Hotel	1C	2F	3A, 3C	4B	5C, 5E
	What Can I Eat With This Beak?	1A, 1C				5C, 5E
	Design A Bird	1A, 1C		3B, 3C		5C, 5E
	The Key to Categorization and Classification	1A		3A-3C		5C
<b>Stewardship</b>	Wetland and Watershed Watchers	1A, 1C-1E	2A, 2C-2I	3A-3C	4A-4D	5A-5E