

Massachusetts Science and Technology Education Frameworks

The University of Rhode Island W. Alton Jones Campus School Field Trip lessons and activities aim to meet the following Massachusetts Science and Technology Education Frameworks:

Natural Science

Forest Ecology

Science

PreK-2 Earth and Space Science-1

Recognize that water, rocks, soil and living organisms are found on the earth's surface.

PreK-2 Earth and Space Science-2

Understand that air is a mixture of gases that is all around us and that wind is moving air.

PreK-2 Earth and Space Science-4

Recognize that the sun supplies heat and light to the earth and is necessary for life.

PreK-2 Life Science-1

Recognize that animals (Including humans) and plants are living things that grow, reproduce and need food, air and water.

PreK-2 Life Science-2

Differentiate between living and nonliving things. Group both living and nonliving things according to characteristics that they share.

PreK-2 Life Science-3

Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

PreK-2 Life Science-7

Recognize changes in appearance that animals and plants go through as the seasons change.

PreK-2 Life Science- 8

Identify the ways in which an organism's habitat provides for its basic needs (plants and animals).

3-5 Earth and Space Science- 4

Explain and give examples of the ways in which soil is formed.

3-5 Life Science-1

Classify plants and animals according to the physical characteristics that they share.

3-5 Life Science-2

Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.

3-5 Life Science-3

Recognize that plants and animals go through predictable life cycles that include, birth, growth, development, reproduction, and death.

3-5 Life Science- 9

Recognize plant behaviors and that many plants and animals can survive harsh environments because of seasonal behaviors.

3-5 Life Science- 10

Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.

3-5 Life Science- 11

Describe how energy derived from the sun is used by plants to produce sugars and is transferred with the food chain from producers to consumers to decomposers.

6-8 Life Science- 13

Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.

6-8 Life Science- 14

Explain the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

6-8 Life Science- 15

Explain how dead plants and animals are broken down by other living organisms and how this process contributes to the system as a whole.

6-8 Life Science- 16

Recognize that producers use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis...

9-12 Life Science- 6.2

Analyze changes in population size and biodiversity that result from the following; natural causes, changes in climate, human activity, and the introduction of invasive, non-native species.

9-12 Life Science-6.3

Use a food web to identify and distinguish producers, consumers, and decomposers, and explain the transfer of energy through trophic levels. Describe how relationships among organisms add to the complexity of biological communities.

Social Studies

Grade 1 Social Studies Concepts and Skills

1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time (*now, in the past, in the future*) and recognize the existence of changing historical periods (*other times, other places*). (H)

7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)

9. Give examples of products (goods) that people buy and use. (E)

Health Education

K-5 Comprehensive Health: Growth and Development

1.4 Distinguish the characteristics of living and non-living organisms

K-5 Comprehensive Health: Ecological Health

13.1 Describe types of natural resources and their connection with health

13.2 Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution

6-8 Comprehensive Health: Ecological Health

13.3 Describe methods and benchmarks for evaluating the state of the environment

13.4 Identify individual and community responsibility in ecological health

Wetland Ecology

Science

PreK-2 Earth and Space Science-1

Recognize that water, rocks, soil and living organisms are found on the earth's surface.

PreK-2 Earth and Space Science-2
Understand that air is a mixture of gases that is all around us and that wind is moving air.

PreK-2 Earth and Space Science-4
Recognize that the sun supplies heat and light to the earth and is necessary for life.

PreK-2 Life Science-1
Recognize that animals (Including humans) and plants are living things that grow, reproduce and need food, air and water.

PreK-2 Life Science-2
Differentiate between living and nonliving things. Group both living and nonliving things according to characteristics that they share.

PreK-2 Life Science-3
Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

3-5 Earth and Space Science- 6
Explain how air temperature, moisture, wind speed and direction and precipitation make up the weather in a particular place and time.

3-5 Earth and Space Science- 7
Distinguish among the various forms of precipitation (rain, snow, sleet and hail), making connections to the weather in a particular place and time.

3-5 Earth and Space Science- 10
Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.

3-5 Life Science-1
Classify plants and animals according to the physical characteristics that they share.

3-5 Life Science-3
Recognize that plants and animals go through predictable life cycles that include, birth, growth, development, reproduction, and death.

3-5 Life Science- 10
Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.

6-8 Life Science- 1
Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.

9-12 Earth Processes and Cycles- 3.4
Explain how water flows into and through a watershed. Explain the roles of aquifers, wells, porosity, permeability, water table, and runoff.

9-12 Life Science- 6.4
Explain how water...cycle between abiotic resources and organic matter in an ecosystem...

Social Studies

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7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)

Mathematics

1-2 Mathematics: Measurement

- 2.M.5 Select and correctly use the appropriate measurement tools...

3-4 Mathematics: Data Analysis, Statistics, and Probability
4.D.1 Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data

Health Education

K-5 Comprehensive Health: Growth and Development
1.4 Distinguish the characteristics of living and non-living organisms
K-5 Comprehensive Health: Ecological Health
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13.2 Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution
6-8 Comprehensive Health: Ecological Health
13.3 Describe methods and benchmarks for evaluating the state of the environment
13.4 Identify individual and community responsibility in ecological health

Wildlife Ecology

Science

PreK-2 Earth and Space Science-1
Recognize that water, rocks, soil and living organisms are found on the earth's surface.
PreK-2 Life Science-1
Recognize that animals (Including humans) and plants are living things that grow, reproduce and need food, air and water.
PreK-2 Life Science-2
Differentiate between living and nonliving things. Group both living and nonliving things according to characteristics that they share.
PreK-2 Life Science-3
Recognize that plants and animals have life cycles, and that life cycles vary for different living things.
PreK-2 Life Science- 6
Recognize that people and other animals interact with the environment through their senses of sight, touch, hearing, smell, and taste
PreK-2 Life Science- 8
Identify the ways in which an organism's habitat provides for its basic needs (plants and animals).
3-5 Life Science-1
Classify plants and animals according to the physical characteristics that they share.
3-5 Life Science-3
Recognize that plants and animals go through predictable life cycles that include, birth, growth, development, reproduction, and death.
3-5 Life Science- 10
Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.
6-8 Life Science- 1
Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.
6-8 Life Science- 13
Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.

6-8 Life Science- 14

Explain the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web

9-12 Life Science- 6.2

Analyze changes in population size and biodiversity that result from the following; natural causes, changes in climate, human activity, and the introduction of invasive, non-native species.

Winter Ecology

Science

PreK-2 Earth and Space Science- 3

Describe the weather changes from day to day and over the seasons.

PreK-2 Earth and Space Science-4

Recognize that the sun supplies heat and light to the earth and is necessary for life.

PreK-2 Earth and Space Science-5

Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

PreK-2 Life Science-2

Differentiate between living and nonliving things. Group both living and nonliving things according to characteristics that they share.

PreK-2 Life Science-7

Recognize changes in appearance that animals and plants go through as the seasons change.

3-5 Life Science-1

Classify plants and animals according to the physical characteristics that they share.

3-5 Life Science-7

Give examples of how changes in the environment have caused some plants and animals to die or move to new locations (migration).

3-5 Life Science- 9

Recognize plant behaviors and that many plants and animals can survive harsh environments because of seasonal behaviors.

6-8 Earth and Space Science- 11

Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the earth, which in turn causes the seasons.

9-12 Matter and Energy in the Earth System-1.4

Explain how the revolution of the Earth and the Sun and the inclination of Earth on its axis causes Earth's seasonal variations (equinoxes and solstices)

Social Studies

Grade 1 Social Studies Concepts and Skills

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7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)

Health Education

K-5 Comprehensive Health: Growth and Development

1.4 Distinguish the characteristics of living and non-living organisms

Geology

Science

PreK-2 Earth and Space Science-1

Recognize that water, rocks, soil and living organisms are found on the earth's surface.

PreK-2 Earth and Space Science-2

Understand that air is a mixture of gases that is all around us and that wind is moving air.

3-5 Earth and Space Science-1

Give a simple explanation of what a mineral is and some examples.

3-5 Earth and Space Science- 3

Identify the three categories of rocks (metamorphic, igneous, and sedimentary) based on how they are formed, and explain the natural and physical processes that create these rocks.

3-5 Earth and Space Science- 4

Explain and give examples of the ways in which soil is formed.

3-5 Earth and Space Science- 12

Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.

6-8 Earth and Space Science-2

Describe the layers of the earth, including the lithosphere, the hot convecting mantle, and the dense metallic core.

6-8 Earth and Space Science-5

Describe how the movement of the earth's crustal plates causes both slow changes in the earth's surface and rapid ones.

6-8 Earth and Space Science- 6

Describe and give examples of ways in which the earth's surface is built up and torn down by natural processes...

6-8 Life Science-17

Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the actions of humans...

9-12 Earth Processes and Cycles- 3.6

Describe the rock cycle, and the processes that are responsible for the formation of igneous, sedimentary, and metamorphic rocks. Compare the physical properties of these rock types and the physical properties of common rock-forming minerals.

Social Studies

Grade 1 Social Studies Concepts and Skills

1. Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time (*now, in the past, in the future*) and recognize the existence of changing historical periods (*other times, other places*). (H)

6. Define and locate the North and South Poles and the equator. (G)

7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)

Grade 2 Social Studies Concepts and Skills

2. Use correctly words and phrases related to time (*now, in the past, in the future*), changing historical periods (*other times, other places*), and causation (*because, reasons*). (H)

Grade 4 Social Studies Concepts and Skills

6. Define and give examples of natural resources in the United States. (E)

7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)

Grade 6 Social Studies Concepts and Skills

2. Use geographic terms correctly, such as *delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization.* (G)

Predator/Prey

Science

PreK-2 Life Science-1

Recognize that animals (Including humans) and plants are living things that grow, reproduce and need food, air and water.

PreK-2 Life Science-3

Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

PreK-2 Life Science- 8

Identify the ways in which an organism's habitat provides for its basic needs (plants and animals).

3-5 Life Science-3

Recognize that plants and animals go through predictable life cycles that include, birth, growth, development, reproduction, and death.

3-5 Life Science-7

Give examples of how changes in the environment have caused some plants and animals to die or move to new locations (migration).

3-5 Life Science- 11

Describe how energy derived from the sun is used by plants to produce sugars and is transferred with the food chain from producers to consumers to decomposers.

6-8 Life Science- 13

Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.

6-8 Life Science- 14

Explain the roles and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

Health Education

K-5 Comprehensive Health: Growth and Development

1.4 Distinguish the characteristics of living and non-living organisms

Social Science

Living History

Social Studies

Grade 1

Social Studies Concepts and Skills

9. Give examples of products (goods) that people buy and use. (E)

10. Give examples of services that people do for each other. (E)

1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, ... (H)

Grade 2

Social Studies Concepts and Skills

2. Use correctly words and phrases related to time (*now, in the past, in the future*), changing historical periods (*other times, other places*), and causation (*because, reasons*). (H)

8. Give examples of people in the school and community who are both producers and consumers. (E)

9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

Grade 3

Social Studies Concepts and Skills

1. Explain the meaning of time periods or dates in historical narratives (*decade, century, 1600s, 1776*) and use them correctly in speaking and writing. (H)

3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)

9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)

10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E)

8-12

Social Studies Concepts and Skills

8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)

10. Distinguish historical fact from opinion. (H, E, C)

Early American History

Social Studies

Grade 1

Social Studies Concepts and Skills

9. Give examples of products (goods) that people buy and use. (E)

10. Give examples of services that people do for each other. (E)

1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, ... (H)

Grade 2

Social Studies Concepts and Skills

2. Use correctly words and phrases related to time (*now, in the past, in the future*), changing historical periods (*other times, other places*), and causation (*because, reasons*). (H)

8. Give examples of people in the school and community who are both producers and consumers. (E)

9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

Grade 3 Social Studies Concepts and Skills

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
 3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
 7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)
 9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)
 10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E)
- 8-12 Social Studies Concepts and Skills
8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
 10. Distinguish historical fact from opinion. (H, E, C)

Archaeology

Social Studies

Grade 1 Social Studies Concepts and Skills

9. Give examples of products (goods) that people buy and use. (E)
 10. Give examples of services that people do for each other. (E)
- 1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs,... (H)

Grade 2 Social Studies Concepts and Skills

2. Use correctly words and phrases related to time (*now, in the past, in the future*), changing historical periods (*other times, other places*), and causation (*because, reasons*). (H)

Grade 4 Social Studies Concepts and Skills

6. Define and give examples of natural resources in the United States. (E)
7. Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things. (E)

Grade 7 Social Studies Concepts and Skills

6. Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)

8-12 Social Studies Concepts and Skills

8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
10. Distinguish historical fact from opinion. (H, E, C)

Farm Life

Science

PreK-2 Life Science-3

Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

3-5 Earth and Space Science- 4

Explain and give examples of the ways in which soil is formed.

3-5 Earth and Space Science- 5

Recognize and discuss the different properties of soil, including color, texture, the ability to retain water, and the ability to support the growth of plants.

3-5 Life Science-2

Identify the structures in plants that are responsible for food production, support, water transport, reproduction, growth, and protection.

3-5 Life Science-3

Recognize that plants and animals go through predictable life cycles that include, birth, growth, development, reproduction, and death.

3-5 Life Science-7

Give examples of how changes in the environment have caused some plants and animals to die or move to new locations (migration).

Social Studies

Grade 1 Social Studies Concepts and Skills

9. Give examples of products (goods) that people buy and use. (E)

10. Give examples of services that people do for each other. (E)

1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs,... (H)

Grade 2 Social Studies Concepts and Skills

9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

Grade 3 Social Studies Concepts and Skills

3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

8-12 Social Studies Concepts and Skills

8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)

10. Distinguish historical fact from opinion. (H, E, C)

Adventure

Group Building

Social Studies

Grade 1 Social Studies Concepts and Skills

8. Give examples that show the meaning of the following words: *politeness*, *achievement*, *courage*, *honesty*, and *reliability*. (C)

Health Education

K-5 Comprehensive Health: Physical Activity and Fitness

2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance

2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams

Demonstrate responsible personal and social conduct used in physical activity settings

K-5 Comprehensive Health: Mental Health

5.2: Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships

5.4 Describe the effects of leadership skills on the promotion of teamwork

K-5 Comprehensive Health: Interpersonal Relationships

7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school

6-8 Comprehensive Health: Physical Activity and Fitness

2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others

2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension

2.14 Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance

2.15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed

6-8 Comprehensive Health: Mental Health

5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning

6-8 Comprehensive Health: Interpersonal Relationships

7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication

9-12 Comprehensive Health: Physical Activity and Fitness

2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics)

2.26: Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity

2.27: Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)

9-12 Comprehensive Health: Mental Health

5.19 Explain positive techniques for handling difficult decisions

English / Language Arts

PreK-2 English / Language Arts Standard 1- Discussion

1.1: Follow agreed-upon rules for discussion.

3-4 English / Language Arts Standard 3- Oral Presentation

3.3: Adapt language to persuade, to explain, or to seek information.

5-6 English / Language Arts Standard 1- Discussion

1.3: Apply understanding of agreed-upon rules and individual roles in order to make decisions.

7-8 English / Language Arts Standard 3- Oral Presentation

3.11: Use appropriate techniques for oral persuasion.

9-10 English / Language Arts Standard 1- Discussion

1.5: Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.

9-10 English / Language Arts Standard 2- Questioning, Listening and Contributing

2.5: Summarize in a coherent and organized way information and ideas learned from a focused discussion.

11-12 English / Language Arts Standard 2- Questioning, Listening and Contributing

2.6: Analyze differences in responses to focused group discussion in an organized and systematic way.

Challenge Course

Social Studies

Grade 1 Social Studies Concepts and Skills

8. Give examples that show the meaning of the following words: *politeness*, *achievement*, *courage*, *honesty*, and *reliability*. (C)

Health Education

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2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams

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2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others

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5-6 English / Language Arts Standard 1- Discussion

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1.5: Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.

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2.5: Summarize in a coherent and organized way information and ideas learned from a focused discussion.

11-12 English / Language Arts Standard 2- Questioning, Listening and Contributing

2.6: Analyze differences in responses to focused group discussion in an organized and systematic way.

Outdoor Skills

Science

6-8 Earth and Space Science- 1

Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps.

Social Studies

Grade 1 Social Studies Concepts and Skills

4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. (G)

5. Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community. (G)

6. Define and locate the North and South Poles and the equator. (G)

7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)

Grade 4 Social Studies Concepts and Skills

2. Interpret a map using information from its title, compass rose, scale, and legend. (G)

6. Define and give examples of natural resources in the United States. (E)

6-8 Comprehensive Health: Ecological Health

13.4 Identify individual and community responsibility in ecological health

Orienteering

Science

6-8 Earth and Space Science- 1

Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps.

Social Studies

Grade 1 Social Studies Concepts and Skills

4. Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world. (G)

5. Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community. (G)

6. Define and locate the North and South Poles and the equator. (G)

7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)

Grade 4 Social Studies Concepts and Skills

2. Interpret a map using information from its title, compass rose, scale, and legend. (G)

Grade 5 Social Studies Concepts and Skills

6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)

Grade 6 Social Studies Concepts and Skills

1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)
2. Use geographic terms correctly, such as *delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization.* (G)

Evening Programs

Nature Quiz

Science

PreK-2 Earth and Space Science-1

Recognize that water, rocks, soil and living organisms are found on the earth's surface.

PreK-2 Earth and Space Science- 3

Describe the weather changes from day to day and over the seasons.

PreK-2 Earth and Space Science-4

Recognize that the sun supplies heat and light to the earth and is necessary for life.

PreK-2 Life Science-3

Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

PreK-2 Life Science- 8

Identify the ways in which an organism's habitat provides for its basic needs (plants and animals).

3-5 Earth and Space Science- 10

Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.

3-5 Earth and Space Science-13

Recognize that the earth is part of a system called the "solar system" that includes the sun (a star), planets, and many moons. The earth is the third planet from the sun in our solar system.

3-5 Earth and Space Science- 15

Describe the changes that occur in the observable shape of the moon over the course of a month.

3-5 Life Science-1

Classify plants and animals according to the physical characteristics that they share.

3-5 Life Science-7

Give examples of how changes in the environment have caused some plants and animals to die or move to new locations (migration).

6-8 Earth and Space Science- 1

Recognize, interpret, and be able to create models of the earth's common physical features in various mapping representations, including contour maps.

Health Education

K-5 Comprehensive Health: Growth and Development

1.4 Distinguish the characteristics of living and non-living organisms

Night Hike

Science

PreK-2 Earth and Space Science-5

Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

PreK-2 Life Science- 6

Recognize that people and other animals interact with the environment through their senses of sight, touch, hearing, smell, and taste

Night Sky

Science

PreK-2 Earth and Space Science-5

Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

3-5 Earth and Space Science-13

Recognize that the earth is part of a system called the "solar system" that includes the sun (a star), planets, and many moons. The earth is the third planet from the sun in our solar system.

3-5 Earth and Space Science- 14

Recognize that the earth revolves around the sun in a year's time and that the earth rotates on its axis once approximately every 24 hours...

3-5 Earth and Space Science- 15

Describe the changes that occur in the observable shape of the moon over the course of a month.

6-8 Earth and Space Science-9

Describe lunar and solar eclipses, the observed moon phases, and tides. Relate them to the relative positions of the earth, moon and sun.

6-8 Earth and Space Science- 11

Explain how the tilt of the earth and its revolution around the sun result in an uneven heating of the earth, which in turn causes the seasons.

6-8 Earth and Space Science- 12

Recognize that the universe contains many billions of galaxies, and that each galaxy contains many billions of stars.

9-12 Matter and Energy in the Earth System-1.4

Explain how the revolution of the Earth and the Sun and the inclination of Earth on its axis cause Earth's seasonal variations (equinoxes and solstices)

9-12 The Origin and Evolution of the Universe- 4.2

Describe the influence of gravity and inertia on the rotation and revolution of orbiting bodies. Explain the Sun-Earth-moon relationships.

9-12 The Origin and Evolution of the Universe- 4.3

Explain how the Sun, Earth and solar system formed from a nebula of dust and gas in a spiral arm of the Milky Way Galaxy about 4.6 billion years ago.

Social Studies

Grade 1 Social Studies Concepts and Skills

5. Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community. (G)

6. Define and locate the North and South Poles and the equator. (G)

Town Meeting

Social Studies

Grade 2 Social Studies Concepts and Skills

8. Give examples of people in the school and community who are both producers and consumers. (E)

9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

Grade 3 Social Studies Concepts and Skills

6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)

7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)

English / Language Arts

7-8 English / Language Arts Standard 3- Oral Presentation

3.11: Use appropriate techniques for oral persuasion.

7-8 English / Language Arts Standard 1- Discussion

1.4: Know and apply rules for formal discussions.

Underground Railroad

Social Studies

Grade 2 Social Studies Concepts and Skills

2. Use correctly words and phrases related to time (*now, in the past, in the future*), changing historical periods (*other times, other places*), and causation (*because, reasons*). (H)

7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage). (C)

Grade 3 Social Studies Concepts and Skills

1. Explain the meaning of time periods or dates in historical narratives (*decade, century, 1600s, 1776*) and use them correctly in speaking and writing. (H)

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)

3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

8-12 Social Studies Concepts and Skills

8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)

10. Distinguish historical fact from opinion. (H, E, C)

USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)

USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

Campfire

Music Education

PreK-12 Music Strands and Standards

STANDARD 1: Singing

Students will sing, alone and with others, a varied repertoire of music.

Pre K-12 Theatre Strands and Standards

STANDARD 1: Acting

Students will develop acting skills to portray characters who interact in improvised and scripted scenes.

Egg Drop

English/ Language Arts

PreK-2 English / Language Arts Standard 1- Discussion

- 1.1: Follow agreed-upon rules for discussion.
- 3-4 English / Language Arts Standard 3- Oral Presentation
- 3.3: Adapt language to persuade, to explain, or to seek information.
- 5-6 English / Language Arts Standard 1- Discussion
- 1.3: Apply understanding of agreed-upon rules and individual roles in order to make decisions.
- 7-8 English / Language Arts Standard 3- Oral Presentation
- 3.11: Use appropriate techniques for oral persuasion.

The Mysterious Thing

English /Language Arts

- PreK-2 English / Language Arts Standard 1- Discussion
- 1.1: Follow agreed-upon rules for discussion.
- 3-4 English / Language Arts Standard 3- Oral Presentation
- 3.3: Adapt language to persuade, to explain, or to seek information.
- 5-6 English / Language Arts Standard 1- Discussion
- 1.3: Apply understanding of agreed-upon rules and individual roles in order to make decisions.