



Rancho Alegre Field Trip
2016-2017
State of Georgia
Kindergarten Standards

Speaking and Listening:

ELAGSEKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

ELAGSEKSL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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ELAGSEKSL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

ELAGSEKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELAGSEKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.

Science:

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS5. Students will communicate scientific ideas and activities clearly. a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. b. Begin to draw pictures that portray features of the thing being described.

Nature of Science SKCS6. Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. In doing science, it is often helpful to work with a team and to share findings with others. b. Tools such as rulers, magnifiers, and balance scales often give more information about things than can be obtained by just observing things without help. c. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).

SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky. a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day. b. Classify objects according to those seen in the day sky and those seen in the night sky. c. Recognize that the Sun supplies heat and light to Earth.

SKE2. Students will describe the physical attributes of rocks and soils. a. Use senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc. b. Use senses to observe soils by physical attributes such as smell, texture, color, particle/grain size. c. Recognize earth materials— soil, rocks, water, air, etc.

SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes. a. Recognize the difference between living organisms and nonliving materials. b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.) c. Group plants according to their observable features such as appearance, size, etc.

SKL2. Students will compare the similarities and differences in groups of organisms. a. Explain the similarities and differences in animals. (color, size, appearance, etc.) b. Explain the

similarities and differences in plants. (color, size, appearance, etc.) c. Recognize the similarities and differences between a parent and a baby. d. Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.) e. Recognize that you are similar and different from other students. (senses, appearance).

Social Studies

SSKCG1 The student will demonstrate an understanding of good citizenship. a. Explain how rules are made and why. b. Explain why rules should be followed.

SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).

Math

MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence) b. Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.

MGSEK.CC.5 Count to answer “how many?” questions. a. Count to answer “how many?” questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration. b. Given a number from 1-20, count out that many objects. c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)

MGSEK.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

MGSEK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size.

MGSEK.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).



Rancho Alegre Field Trip
2016-2017
State of Georgia
1st grade Standards

Speaking and Listening

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.

ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELAGSE1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Science

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Raise questions about the world around them and be willing to seek answers to

some of the questions by making careful observations and measurements and trying to figure things out.

S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. a. Use ordinary hand tools and instruments to construct, measure, and look at objects. b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects. c. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S1CS6. Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: a. When a science investigation is done the way it was done before, we expect to get a similar result. b. Science involves collecting data and testing hypotheses c. Scientists often repeat experiments multiple times, and subject their ideas to criticism by other scientists who may disagree with them and do further tests. d. All different kinds of people can be and are scientists.

S1CS7. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other. b. In doing science, it is often helpful to work as a team. All team members should reach individual conclusions and share their understandings with other members of the team in order to develop a consensus. c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help. d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

Earth Science S1E1. Students will observe, measure, and communicate weather data to see patterns in weather and climate. a. Identify different types of weather and the characteristics of each type. b. Investigate weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally. c. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes.

S1E2. Students will observe and record changes in water as it relates to weather. a. Recognize changes in water when it freezes (ice) and when it melts (water). b. Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).

S1L1. Students will investigate the characteristics and basic needs of plants and animals. a. Identify the basic needs of a plant. 1. Air 2. Water 3. Light 4. Nutrients b. Identify the basic needs of an animal. 1. Air 2. Water 3. Food 4. Shelter c. Identify the parts of a plant—root, stem, leaf, and flower. d. Compare and describe various animals—appearance, motion, growth, basic needs.

Social Studies

SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E3 The student will describe how people are both producers and consumers.

Math

MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

MGSE1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.



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State of Georgia
2nd grade Standards

Speaking and Listening

ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Science

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Raise questions about the world around them and be willing to seek answers to

some of the questions by making careful observations and measurements and trying to figure things out.

S2CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. a. Use ordinary hand tools and instruments to construct, measure, and look at objects.

S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: a. When a science investigation is done the way it was done before, we expect to get a similar result. b. Science involves collecting data and testing hypotheses. c. Scientists often repeat experiments multiple times and subject their ideas to criticism by other scientists who may disagree with them and do further tests. d. All different kinds of people can be and are scientists.

S2CS7. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other. b. In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus. c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help. d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

S2E3. Students will observe and record changes in their surroundings and infer the causes of the changes. a. Recognize effects that occur in a specific area caused by weather, plants, animals, and/or people.

S2L1. Students will investigate the life cycles of different living organisms. a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. Relate seasonal changes to observations of how a tree changes throughout a school year. c. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. d. Identify fungi (mushroom) as living organisms.

Social Studies

SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter.



Rancho Alegre Field Trip
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3rd grade Standards

Speaking and Listening

ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

ELAGSE3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

Science

S3CS5. Students will communicate scientific ideas and activities clearly. a. Write instructions that others can follow in carrying out a scientific procedure. b. Make sketches to aid in

explaining scientific procedures or ideas. c. Use numerical data in describing and comparing objects and events.

S3CS6. Students will question scientific claims and arguments effectively. a. Support statements with facts found in books, articles, and databases, and identify the sources used.
The Nature of Science

S3CS7. Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: a. Similar scientific investigations seldom produce exactly the same results, which may differ due to unexpected differences in whatever is being investigated, unrecognized differences in the methods or circumstances of the investigation, or observational uncertainties. b. Some scientific knowledge is very old and yet is still applicable today.

S3CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world. c. Scientists use technology to increase their power to observe things and to measure and compare things accurately. d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat. a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed.

S3L2. Students will recognize the effects of pollution and humans on the environment. a. Explain the effects of pollution (such as littering) to the habitats of plants and animals. b. Identify ways to protect the environment. • Conservation of resources • Recycling of materials



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4th grade Standards

Speaking and Listening

ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Science

S4CS5. Students will communicate scientific ideas and activities clearly. a. Write instructions that others can follow in carrying out a scientific procedure. b. Make sketches to aid in explaining scientific procedures or ideas. c. Use numerical data in describing and comparing objects and events.

S4CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientific investigations may take many

different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world. c. Scientists use technology to increase their power to observe things and to measure and compare things accurately. d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.

S4E4. Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes. a. Identify weather instruments and explain how each is used in gathering weather data and making forecasts (thermometer, rain gauge, barometer, wind vane, anemometer). b. Using a weather map, identify the fronts, temperature, and precipitation and use the information to interpret the weather conditions. c. Use observations and records of weather conditions to predict weather patterns throughout the year. d. Differentiate between weather and climate.

Life Science S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem. a. Identify the roles of producers, consumers, and decomposers in a community. b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers. c. Predict how changes in the environment would affect a community (ecosystem) of organisms. d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.

S4L2. Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection). a. Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.). b. Identify factors that may have led to the extinction of some organisms.



Rancho Alegre Field Trip
2016-2017
State of Georgia
5th grade Standards

Listening and Speaking

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Science

S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

S5CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

S5CS7. Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: a. Similar scientific investigations seldom produce exactly the same results, which may differ due to unexpected differences in whatever is being investigated, unrecognized differences in the methods or circumstances of the investigation, or observational uncertainties. b. Some scientific knowledge is very old and yet is still applicable today.

S5CS8. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world. c. Scientists use technology to increase their power to observe things and to measure and compare things accurately. d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.

S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification. a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal). b. Demonstrate how plants are sorted into groups.

S5L2. Students will recognize that offspring can resemble parents in inherited traits and learned behaviors.