

Alaska's Wild Wonders – Waterfowl: Duck, duck, goose, and swan

Learning standards

Alaska's Wild Wonders best applies to the following list of Science, English/Language Arts, and Visual Arts learning standards for third, fourth, and fifth grades. This list is not exhaustive, and the content of Wild Wonders can be adapted, simplified, or sophisticated with support from educators to cover additional learning standards at various grade levels.

K-12 Science Standards for Alaska

To find the full set of learning standards or for more information:

<https://education.alaska.gov/standards/science>

Standards:

3-LS1-1, 3-LS2-1, 3-LS4-3, 3-LS3-2

4-LS1-1, 4-LS1-2 (LS1-D), 4-ESS2-2

5-LS1-A, 5-ESS3-1 (ESS3-C)

Third grade:

3-LS1-1

Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms, such as salmon, woolly bear caterpillars, and frogs go through during their life form a pattern.]

3-LS2-1

Construct an argument that some animals form groups that help members survive.

[Clarification Statement: Alaska examples may include wolves, musk ox, caribou, and schools of fish.]

3-LS4-3

Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats]

involved. The organisms and their habitat make up a system in which the parts depend on each other.]

3-LS3-2

Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; a pet dog that is given too much food and little exercise may become overweight; and, comparison of plants and animals in Arctic regions versus non-Arctic regions.]

Fourth grade:

4-LS1-1

Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, skin, gills, scales, and bones.]

4-LS1-2

Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. [Clarification Statement: Emphasis is on systems of information transfer. Examples may include salmon homing, responses of marine invertebrates to sound and smell, and sonar communication among whales and other marine mammals.

LS1.D: Information Processing

- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.

4-ESS2-2

Analyze and interpret data from maps to describe patterns of Earth's features. [Clarification statement: maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes].

Fifth grade:

5-LS2-1

Develop and describe a model that describes the movement of matter among plants, animals, decomposers, and the environment

5-LS2-A. Interdependent relationships in ecosystems

- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat the plants. Organisms can survive only in environments in which their particular needs are met.

5-ESS3-1

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

5-ESS3-C. Human impacts on Earth systems

- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

Alaska English/Language Arts Standards

To find the full set of learning standards or for more information:

education.alaska.gov/standards/english-language-arts

Reading Standards for Informational Text

3.1, 4.1, 5.1; 3.3, 4.3, 5.3; 3.7, 4.7, 5.7

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
1. Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the text says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.	1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
3. Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
7. Use information gained from illustration (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Alaska Arts Standards

To find the full set of learning standards, or for more information:

<https://education.alaska.gov/standards/arts>

Standards for Visual Arts:

Create: VA: CR2a-3, 4, 5; VA: CR2c-3, 4, 5

Connect: VA: CN10a, 3, 4, 5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Artistic process: Create	Artistic process: Create	Artistic process: Create
VA: CR2a-3 Create artwork using a variety of artistic processes, materials, and approaches to explore personal interest in a work of art or design.	VA: CR2a-4 Develop technical skills and explore art-making approaches.	VA: CR2a-5 Develop skills in multiple art-making techniques and experiment with approaches through practice.
VA: CR2c-3 Individually or collaboratively construct representations, diagrams, or maps of places that are a part of your personal or cultural life.	VA: CR2c-4 Describe, and visually represent regional constructed environments.	VA: CR2c-5 Describe and visually document places and/or objects of personal significance.
Artistic process: Connect	Artistic process: Connect	Artistic process: Connect
VA: CN10a-3 Develop a work of art based on observations of environmental surroundings.	VA: CN10a-4 Create a work of art that reflects community or cultural traditions.	VA: CN10a-5 Create a work of art that reflects or is inspired by the natural and/or man-made environment from a new perspective.