

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**Science**  
**English-Language Arts**  
**History-Social Studies**  
for  
**GRADES K - 12**

May, 2009

## Introduction

The purpose of this document is to provide a tool that will enable California K-12 educators to find activities in the *Flying WILD* activity guide that will help them to teach content standards in Science, History-Social Science, and English-Language Arts. It should be noted that doing activities from the *Flying WILD* activity guide will not guarantee mastery of content standards. Activities such as those in the guide, when used as a part of a well-planned curriculum, can help students with diverse learning styles achieve the content standards.

*Flying WILD* is somewhat different from other major environmental education projects such as *Project Learning Tree*, *Project WILD*, *WILD Aquatic*, and *Project WET*. Those other projects are collections of activities from which teachers in grades K-12 can select as they teach a wide variety of topics. *Flying WILD* is presented as a program that "introduces middle-school students to bird conservation through classroom activities and school bird festivals."

The Flying WILD Guide includes a table showing correlations of the activities with the National Science Education Standards. (See page 20) Correlations with the **National Science Education Standards** are listed with the activities in a side bar titled "IN STEP WITH SCIENCE STANDARDS."

Recognizing that the activities contained in *Flying WILD* can be used in grades other than middle school and in contexts other than school bird festivals, the intent of this document is to facilitate the selection of activities that will help with the teaching of **California Content Standards in English-Language Arts, History-Social Science, and Science**.

The development of this correlation was made possible by the Council for Environmental Education and the *Flying WILD* National Office and the Environmental Education and Training Partnership (EETAP) (project managers), with funding from the U.S. Environmental Protection Agency.

This correlation was funded by the United States Environmental Protection Agency, Office of Environmental Education under agreement number NT-83272501-0 between the U.S. EPA and the University of Wisconsin-Stevens Point.

The contents of this document do not necessarily reflect the views and policies of the United States Environmental Protection Agency or the Board of Regents of the University of Wisconsin System, nor does mention of trade names or commercial products constitute endorsement or recommendation for use.

Educators may photocopy these correlation materials for the non-commercial purpose of educational advancement.

The initial draft of the correlations was written by Michael Roa. Those correlations were reviewed by educators who participated in correlation workshops and are listed below. We appreciate their contributions, and many of their suggestions are included in this document.

In addition to developing these correlations, the correlation workshop participants also developed a number of adaptations for the activities in *Flying WILD*. These adaptations are intended to enable educators to use the activities with students in other grades, in other settings, and in other content areas. For those adaptations, contact Mark McReynolds of the Pacific Forest Institute.

For information on *Flying WILD*, contact Mark McReynolds at the Pacific Forest Institute: (916) 577-8047 or MMcReynolds@jessup.edu

The following people helped in the development of these correlations:

Mark McReynolds: Coordinator of the Sacramento City Partner *Flying WILD* Program and Director of the Pacific Forest Institute at William Jessup University.

Mary McFarland: Administrative Assistant for the Pacific Forest Institute.

Mike Roa: Correlation Project Consultant, retired science teacher, and environmental education writer and consultant.

**Flying WILD California State Content Standards Correlation Workshop Participants:**

Terri Asano  
Salvador Elementary  
Napa, CA

Janet Bass  
Twelve Bridges  
Lincoln, CA

Kim Behen  
Elementary Liberty School  
Petaluma, CA

Sergio Blanco  
Hillcrest Middle School  
Sebastopol, CA

Judy Bowser  
Liberty Elementary  
Petaluma, CA

James Carpenter  
Linda Elementary  
Marysville, CA

Chris Carter  
La Tercera Elementary  
Petaluma, CA

Howard Cole  
Point Arena H.S.  
Point Arena, CA

Karen Correa  
Orchard View School  
Sebastopol, CA

Rosemary Groth  
Spring View Middle School  
Rocklin, CA

Tricia Haarstad  
Strawberry Elementary  
Santa Rosa, CA

Fred Haas  
Altimira Middle School  
Sonoma, CA

Kristin Havens  
Weimar Hills School  
Weimar, CA

Jennifer Isaac  
Del Oro H. S.  
Loomis, CA

Brian Kaplan  
San Domenico School  
San Anselmo, CA

Gail Ligotti  
Maria Carrillo High School  
Santa Rosa, CA

Don Loveless  
Dept of Parks & Recreation  
Pope Valley, CA

Mike Mori  
Weimar Hills School  
Weimar, CA

Gregory Moyer  
Sun Ridge Charter School  
Sebastopol, CA

Jamey Myers  
Redwood Middle School  
Napa, CA

Ron Pozzi  
Cavitt Junior High School  
Granite Bay, CA

David Pummill  
Cedar Lane Elementary  
Marysville, CA

Julia Silverman  
Weimar Hills School  
Weimar, CA

Delilah Stemke  
Redwood Middle School  
American Canyon, CA

Elvira Uresti-Regan  
Fitch Mountain School  
Healdsburg, CA

Mike Watt  
El Camino H. S.  
Rohnert Park, CA

Megan Woods  
Gravenstein Elementary  
Sebastopol, CA

**NOTES**  
on the  
**California English-Language Arts Content Standards**  
Correlations With  
***Flying WILD* Activities**

✓ **For all teachers:**

- Flying WILD is written as a festival in which teachers, students, or older volunteers organize and supervise various activities to help students learn about birds. Essentially all of the activities involve students listening to instructions, doing activities, and then discussing what they did or learned. Rather than list all of the Flying WILD activities that help students achieve standards that emphasize listening and discussing, we have just indicated "all" for those listening and discussing standards in the Flying WILD activity column.
- Some of the activities in Flying WILD are designed to be led by students. Even those intended to be led by teachers or volunteers might be led by students. In order to lead those activities, the students will need to read the instructions carefully, and they will use speaking skills and reading aloud extensively as they present the activities to the students.
- In many cases Flying WILD activities can help students achieve all of the standards in a standards set. In such cases, we have listed the activity or activities in one cell, rather than listing the same activity (activities) for each individual standard.

✓ **For teachers of students in grades K-5:**

- Flying WILD is written to be used primarily with middle school students. As a result, most of the activities are written at a reading level above that of grades K-4.
- Since Flying WILD is written as a festival, with teachers, students, or older volunteers leading the activities, many of the activities can be done by students in lower grades.
- In this correlation, we have listed English-Language Arts correlations where there is an obvious and easy way for students in lower grades to address the standard when doing the Flying WILD activity.

✓ **For teachers of students in grades 9-12:**

- Even though Flying WILD is written to be used primarily with middle school students, older students can generally benefit from a review of standards written for earlier grades.
- The activities in Flying WILD can be useful for students who are performing below the 9th grade level, including English Learners.

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**Science**  
**English-Language Arts**  
**History-Social Studies**  
for  
**KINDERGARTEN**

May, 2009

# *Flying WILD* Correlations for **KINDERGARTEN**

## **ENGLISH-LANGUAGE ARTS CONTENT STANDARDS**

### **Written and Oral English Language Conventions**

#### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

##### *Sentence Structure*

1.1 Recognize and use complete, coherent sentences when speaking.

**Flying WILD activities:**

All

**Notes:**

Flying WILD is designed so that students do activities and then discuss that they did and learned. However, the activities aren't designed for teaching or measuring primary level English language conventions.

### **Listening and Speaking**

#### **1.0 Listening and Speaking Strategies**

Students listen and respond to oral communication. They speak in clear and coherent sentences.

##### *Comprehension*

1.1 Understand and follow one-and two-step oral directions.

1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

**Flying WILD activities:**

All

**Notes:**

Flying WILD is designed so that students do activities and then discuss that they did and learned. In general, directions are given orally.

#### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.

**Flying WILD activities:**

All

**Notes:**

Flying WILD is designed so that students do activities and then discuss that they did and learned.

# Flying WILD Correlations for GRADES K - FIVE

## HISTORY- SOCIAL STUDIES ANALYSIS SKILLS

### Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

**Flying WILD activities:**  
Bird Heroes

Have the students indicate on a timeline when the "Bird Heroes" lived or did their work.

2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation.*

**Flying WILD activities:**  
Bird Heroes

Have the students discuss and/or write about when the "Bird Heroes: lived or did their work.

3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

**Flying WILD activities:**  
Home is Where the Forest Is      Bird Action

4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

**Flying WILD activities:**  
Migratory Mapping      Celebrate Migration Day

5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

**Flying WILD activities:**  
Migratory Mapping      The Great Migration Challenge

## Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.

**Flying WILD activities:**  
Bird Heroes

Discuss with the students the meaning of primary and secondary sources as they learn about "Bird Heroes."

## Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

**Flying WILD activities:**  
Bird Heroes

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

**Flying WILD activities:**

Home is Where the Forest Is  
The Great Migration Challenge

Hidden Hazards  
Bird Hurdles

Home Sweet Home  
City Slickers

3. Students identify and interpret the multiple causes and effects of historical events.

**Flying WILD activities:**  
Oily Problems!

4. Students conduct cost-benefit analyses of historical and current events.

**Flying WILD activities:**

Home, Sweet Home  
Bird Action

Teaming Up for Birds  
Oily Problems!

# *Flying WILD* Correlations for **KINDERGARTEN**

## **HISTORY-SOCIAL SCIENCE CONTENT STANDARDS**

### **Learning and Working Now and Long Ago**

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in , commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

**Flying WILD activities:**

Birds on Display

**Notes:**

Turkeys for Thanksgiving and the Bald Eagle are examples. States also have state birds such as California's Valley Quail

# *Flying WILD* Correlations for **KINDERGARTEN**

## **SCIENCE CONTENT STANDARDS**

### **Life Sciences**

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:

a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).

**Flying WILD activities:**

Bird Behavior Scavenger Hunt  
Who Was That Masked Bird?  
Bird Bingo  
Jeop-Birdy  
The Birding Beat

**Notes:**

These activities involve students observing characteristics or recalling characteristics.

b. Students know stories sometimes give plants and animals attributes they do not really have.

**Flying WILD activities:**

Birds on Display  
Light As A Feather  
Jeop-Birdy  
Bird Team Sports Trivia

**Notes:**

Can help students understand the difference between fantasy and real organisms.

c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

**Flying WILD activities:**

Adaptation Artistry  
Fill the Bill  
Bird Bingo

**Notes:**

These activities involve observing or knowing about bird structures.

## Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Observe common objects by using the five senses.

**Flying WILD activities:**

Bird Behavior Scavenger Hunt  
Who Was That Masked Bird?  
Fill the Bill  
Bird Olympics  
Aviation Acoustics

**Notes:** See Station 5 in Bird Olympics.

b. Describe the properties of common objects

**Flying WILD activities:**

Who Was That Masked Bird?

**Notes:** This needs modification for kindergarten.

c. Describe the relative position of objects by using one reference (e.g., above or below).

**Flying WILD activities:**

Who Was That Masked Bird?

**Notes:** This needs modification for kindergarten.

d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).

**Flying WILD activities:**

Adaptation Artistry	Feeder Frenzy	Who Was That Masked Bird?
The Fine Art of Nesting	Egg-stravaganza	

e. Communicate observations orally and through drawings.

**Flying WILD activities:**

Adaptation Artistry	Feeder Frenzy
The Fine Art of Nesting	Egg-stravaganza

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**Science**  
**English-Language Arts**  
**History-Social Studies**  
for  
**GRADE ONE**  
May, 2009

# Flying WILD Correlations for **GRADE ONE**

## **ENGLISH-LANGUAGE ARTS CONTENT STANDARDS**

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

##### *Decoding and Word Recognition*

1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

1.11 Read common, irregular sight words [e.g., *the, have, said, come, give, of*].

1.12 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.

1.13 Read compound words and contractions.

1.14 Read inflectional forms [e.g., *-s, -ed, -ing*] and root words [e.g., *look, looked, looking*].

1.15 Read common word families [e.g., *-ite, -ate*].

1.16 Read aloud with fluency in a manner that sounds like natural speech.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Light As A Feather
--------------------

#### **2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

## *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Follow one-step written instructions.

**Flying WILD activities**

Create Your Own Food Web

2.4 Use context to resolve ambiguities about word and sentence meanings.

**Flying WILD activities**

Create Your Own Food Web

## **Writing**

### **1.0 Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### *Sentence Structure*

1.1 Write and speak in complete, coherent sentences.

**Flying WILD activities:**

All

**Notes:**

All activities involve discussing/speaking.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### *Comprehension*

1.1 Listen attentively.

1.2 Ask questions for clarification and understanding.

1.3 Give, restate, and follow simple two-step directions.

*Organization and Delivery of Oral Communication*

**Flying WILD activities:**

All

1.4 Stay on the topic when speaking.

1.5 Use descriptive words when speaking about people, places, things, and events.

**Flying WILD activities:**

All

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

2.3 Relate an important life event or personal experience in a simple sequence.

**Flying WILD activities:**

All

2.4 Provide descriptions with careful attention to sensory detail.

**Flying WILD activities:**

Adaptation Artistry

# Flying WILD Correlations for **GRADE ONE**

## **HISTORY-SOCIAL SCIENCE CONTENT STANDARDS**

### **A Child's Place in Time and Space**

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

#### **1.1 Students describe the rights and individual responsibilities of citizenship.**

2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

**Flying WILD activities:**

Council Consensus                      Teaming Up For Birds  
Bird Action

Council Consensus would need to be significantly modified for first grade students.

#### **1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.**

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

**Flying WILD activities:**

Migratory Mapping

#### **1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.**

3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

**Flying WILD activities:**

Birds on Display  
Jeop-Birdy

**Notes:**

These activities may not actually teach the standard, but they can help students learn some symbols. Most Jeop-Birdy questions would need to be modified for this grade level.

**1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.**

3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

**Flying WILD activities:**

Birds on Display  
Light as a Feather  
Jeop-Birdy  
Avian Art

**Notes:**

Most Jeop-Birdy questions would need to be modified for this grade level. Proverbs and sayings are related to cultural background.

# Flying WILD Correlations for **GRADE ONE**

## **SCIENCE CONTENT STANDARDS**

### Life Sciences

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

<b><u>Flying WILD activities:</u></b>	
Adaptation Artistry	Home Is Where the Forest Is
Fill the Bill	Bird Bingo
Jeop-Birdy	Habitat Match

<b><u>Notes:</u></b> These would require considerable modification for this grade level.
---

b. Students know both plants and animals need water, animals need food, and plants need light.

<b><u>Flying WILD activities:</u></b>	
Food Chain	Create Your Own Food Web
Home Is Where the Forest Is	Feeder Frenzy
Home, Sweet Home	The Great Migration Challenge
Fill the Bill	Food for the Brood
Aiming to Save	Bird Buffett

<b><u>Notes:</u></b> See <i>Zoom In/Out</i> in Food for the Brood.  Relate to class pets, which may include birds.
---

c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

<b><u>Flying WILD activities:</u></b>	
Food Chain	Create Your Own Food Web
Feeder Frenzy	Home, Sweet Home
Fill the Bill	The Fine Art of Nesting
Bird Buffett	Grizzly Gizzards

<b><u>Notes:</u></b> Grizzly Gizzards would require some simplification and help from older students or adults.
---

d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

**Flying WILD activities:**

Fill the Bill

**Notes:**

Be sure to point out that the bird bills aren't teeth.

## Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

b. Record observations and data with pictures, numbers, or written statements.

**Flying WILD activities:**

Adaptation Artistry  
Busy Bird Motel  
Migratory Mapping  
Bird Olympics

**Notes:**

These activities will require preparation by adults or older students.

d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).

**Flying WILD activities:**

Migratory Mapping

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**Science**  
**English-Language Arts**  
**History-Social Studies**  
for  
**GRADE TWO**

May, 2009

# Flying WILD Correlations for **GRADE TWO**

## **ENGLISH-LANGUAGE ARTS CONTENT STANDARDS**

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

##### *Decoding and Word Recognition*

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= *su/per*]; vowel-consonant/consonant-vowel [= *sup/per*]).

1.3 Decode two-syllable nonsense words and regular multisyllable words.

**Flying WILD activities:**

Light As A Feather

##### *Vocabulary and Concept Development*

1.8 Use knowledge of individual words in unknown compound words to predict their meaning.

1.9 Know the meaning of simple prefixes and suffixes [e.g., *over-*, *un-*, *-ing*, *-ly*].

1.10 Identify simple multiple-meaning words.

**Flying WILD activities:**

Light As A Feather  
Create Your Own Food Web

**Notes:** Words with multiple meanings may be useful in  
Create Your Own Food Web.

## 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

2.1. Use titles, tables of contents, and chapter headings to locate information in expository text.

2.4. Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).

2.5. Restate facts and details in the text to clarify and organize ideas.

### **Flying WILD activities:**

Light As A Feather  
Home is Where the Forest Is  
Who Was That Masked Bird?  
Just Ducky

### **Notes:**

May need to re-write information for grade level, or find similar resources written for second graders.

## Writing

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

### Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

## *Sentence Structure*

- 1.1 Distinguish between complete and incomplete sentences.
- 1.2 Recognize and use the correct word order in written sentences.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

All
-----

<b><u>Notes:</u></b>
----------------------

All activities include discussion.
------------------------------------

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### *Comprehension*

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- 1.2 Ask for clarification and explanation of stories and ideas.
- 1.3 Paraphrase information that has been shared orally by others.
- 1.4 Give and follow three-and four-step oral directions.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

All
-----

<b><u>Notes:</u></b>
----------------------

Some activities involve shorter or longer instructions.
---

#### *Organization and Delivery of Oral Communication*

- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 1.7 Recount experiences in a logical sequence.
- 1.9 Report on a topic with supportive facts and details.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Almost all
------------

## 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

2.1 Recount experiences or present stories:

- a. Move through a logical sequence of events.
- b. Describe story elements (e.g., characters, plot, setting).

2.2 Report on a topic with facts and details, drawing from several sources of information.

<b><u>Flying WILD activities:</u></b>		
Home, Sweet Home	Bird Heroes	Light as a Feather

## *Flying WILD* Correlations for **GRADE TWO**

### **HISTORY-SOCIAL SCIENCE CONTENT STANDARDS**

#### **People Who Make a Difference**

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.

**Flying WILD activities:**

Migratory Mapping  
Home, Sweet Home

Just Ducky

These activities can help students learn map skills.

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

**Flying WILD activities:**

Bird Heroes

**Notes:**

Teacher may need to read to them or help a lot.

# Flying WILD Correlations for **GRADE TWO**

## **SCIENCE CONTENT STANDARDS**

### **Life Sciences**

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

**Flying WILD activities:**

Egg-stravaganza  
The Fine Art of Nesting  
The Great Migration Challenge

**Notes:** Egg-stravaganza only deals with one part of life cycles.

### **Investigation and Experimentation**

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Make predictions based on observed patterns and not random guessing.

**Flying WILD activities:**

Migratory Mapping                      Home, Sweet Home

b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.

**Flying WILD activities:**

Bird Olympics  
Busy Bird Motel

**Notes:**

Different activities involve different measurements.

g. Follow oral instructions for a scientific investigation.

**Flying WILD activities:**

All

**Notes:**

Instructions for activities are given orally.

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**Science**  
**English-Language Arts**  
**History-Social Studies**  
for  
**GRADE THREE**

May, 2009

# *Flying WILD* Correlations for **GRADE THREE**

## **ENGLISH-LANGUAGE ARTS CONTENT STANDARDS**

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

##### *Decoding and Word Recognition*

1.1 Know and use complex word families when reading [e.g., *-ight*] to decode unfamiliar words.

1.2 Decode regular multisyllabic words.

1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Light As A Feather
--------------------

##### *Vocabulary and Concept Development*

1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations [e.g., *dog/ mammal/ animal/ living things*].

1.6 Use sentence and word context to find the meaning of unknown words.

1.7 Use a dictionary to learn the meaning and other features of unknown words.

1.8 Use knowledge of prefixes [e.g., *un-, re-, pre-, bi-, mis-, dis-*] and suffixes [e.g., *-er, -est, -ful*] to determine the meaning of words.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Hidden Hazards Who Was That Masked Bird? Bird Heroes Council Consensus Teaming Up For Birds The Great Migration Challenge Jeop-Birdy Bird Action
---

<b><u>Notes:</u></b>
----------------------

The reading for these activities is above grade level, and would need to be modified.
---

## 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

### *Structural Features of Informational Materials*

2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

**Flying WILD activities:**

Birds on Display

**Notes:**

Teacher would need to find grade-level appropriate guides.

### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

**Flying WILD activities:**

Create Your Own Food Web  
Home, Sweet Home  
Bird Heroes  
Council Consensus  
Bird Action  
Just Ducky  
City Slickers

**Notes:**

The reading for these activities is above grade level, and would need to be modified. Just Ducky may be age-appropriate.

# Writing

## 1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### *Organization and Focus*

- 1.1 Create a single paragraph:
- a. Develop a topic sentence.
  - b. Include simple supporting facts and details.

**Flying WILD activities:**

Bird Heroes  
Teaming Up For Birds

**Notes:**

Students may need a lot of assistance here.

### *Penmanship*

1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

**Flying WILD activities:**

Busy Bird Motel  
Who Was That Masked Bird?  
Bird Heroes  
Teaming Up For Birds

**Notes:**

Busy Bird Motel and Who Was That Masked Bird? require little writing. Depending on the class, the others may require too much.

### *Research*

1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

**Flying WILD activities:**

Bird Heroes  
Teaming Up For Birds  
Celebrate Migration Day  
Who Was That Masked Bird?

**Notes:**

May be high for many classes.

## Evaluation and Revision

1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

**Flying WILD activities:**

Bird Heroes  
Teaming Up For Birds

**Notes:**

Teachers will need to develop the rubric.

## 2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

**Flying WILD activities:**

Teaming Up For Birds

2.3 Write personal and formal letters, thank-you notes, and invitations:

- a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
- b. Include the date, proper salutation, body, closing, and signature.

**Flying WILD activities:**

Bird Heroes  
Teaming Up For Birds

**Notes:**

Correlated if letters are written as a result of the activity.

## Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

## 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

### *Sentence Structure*

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

**Flying WILD activities:**

All

**Notes:**

All activities include discussion/speaking.

### *Grammar*

1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

**Flying WILD activities:**

Bird Heroes  
Teaming Up For Birds

**Notes:**

All activities include discussion.

### *Punctuation*

1.5 Punctuate dates, city and state, and titles of books correctly.

1.6 Use commas in dates, locations, and addresses and for items in a series.

**Flying WILD activities:**

Bird Heroes                      Teaming Up For Birds

### *Capitalization*

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

**Flying WILD activities:**

Bird Heroes                      Teaming Up For Birds

## Spelling

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., [qu], consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones [e.g., *hair-hare*].

**Flying WILD activities:**

Bird Heroes                      Teaming Up For Birds

## Listening and Speaking

### 1.0 Listening and Speaking Strategies

Students listen critically and respond to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### *Comprehension*

- 1.1 Retell, paraphrase, and explain what has been said by a speaker.
- 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.
- 1.3 Respond to questions with appropriate elaboration.

**Flying WILD activities:**

All

#### *Organization and Delivery of Oral Communication*

- 1.5 Organize ideas chronologically or around major points of information.
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
- 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
- 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

**Flying WILD activities:**

Council Consensus

**Notes:**

Significant modification needed for grade three.

#### *Analysis and Evaluation of Oral and Media Communications*

- 1.11 Distinguish between the speaker's opinions and verifiable facts.

**Flying WILD activities:**

Council Consensus

## 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Make brief narrative presentations:
  - a. Provide a context for an incident that is the subject of the presentation.
  - b. Provide insight into why the selected incident is memorable.

**Flying WILD activities:**

Home, Sweet Home  
Bird Heroes

**Notes:**

All activities include discussion.

2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

**Flying WILD activities:**

Adaptation Artistry                      Home, Sweet Home

# Flying WILD Correlations for **GRADE THREE**

## **HISTORY-SOCIAL SCIENCE CONTENT STANDARDS**

### Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

**Flying WILD activities:**

Home is Where the Forest Is	Who Was That Masked Bird?	Migratory Mapping
Home, Sweet Home	The Great Migration Challenge	Just Ducky

2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

**Flying WILD activities:**

Home is Where the Forest Is	Hidden Hazards	Home, Sweet Home
-----------------------------	----------------	------------------

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).

**Flying WILD activities:**

Food Chain Tag  
Fill the Bill

Discuss how humans adapt to their environment by using their brain to do such things as hunt and fish, make clothing and tools, and animals have anatomical and behavioral adaptations that enable them to meet their needs.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).

**Flying WILD activities:**

Birds on Display  
Jeop-Birdy

**Notes:**

Most Jeop-Birdy questions would need to be modified for this grade level.

# Flying WILD Correlations for **GRADE THREE**

## **SCIENCE CONTENT STANDARDS**

### **Life Sciences**

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

**Flying WILD activities:**

Fill the Bill  
Bird Bingo  
Jeop-Birdy  
Bird Buffett  
Turkey Talk  
Grizzly Gizzards  
Egg-stravaganza

**Notes:**

Most Jeop-Birdy and Bird Bingo questions would need to be modified for this grade level.

b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

**Flying WILD activities:**

Home Is Where the Forest Is                      Jeop-Birdy

c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

**Flying WILD activities:**

Home Is Where the Forest Is                      Hidden Hazards                      Bird Hurdles  
City Slickers    Bird Friend or Foe?

d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

<b><u>Flying WILD activities:</u></b>		
Food Chain	Create Your Own Food Web	Home Is Where the Forest Is
Hidden Hazards	Home, Sweet Home	The Great Migration Challenge
Bird Hurdles	City Slickers	Bird Friend of Foe?

### ***Investigation and Experimentation***

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

c. Use numerical data in describing and comparing objects, events, and measurements.

<b><u>Flying WILD activities:</u></b>	
Busy Bird Motel	Egg-stravaganza

d. Predict the outcome of a simple investigation and compare the result with the prediction.

<b><u>Flying WILD activities:</u></b> Egg-stravaganza
--

e. Collect data in an investigation and analyze those data to develop a logical conclusion.

<b><u>Flying WILD activities:</u></b> Bird Behavior Scavenger Hunt Busy Bird Motel Feeder Frenzy Home, Sweet Home Bird Olympics Egg-stravaganza	<b><u>Notes:</u></b> Bird Olympics could need to be modified for grade three.
---	--

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**Science**  
**English-Language Arts**  
**History-Social Studies**  
for  
**GRADE FOUR**  
May, 2009

# *Flying WILD* Correlations for **GRADE FOUR**

## **ENGLISH-LANGUAGE ARTS CONTENT STANDARDS**

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

##### *Word Recognition*

1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Aiming to Save
----------------

City Slickers
---------------

#### **2.0 Reading Comprehension**

##### *Structural Features of Informational Materials*

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

##### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

2.5 Compare and contrast information on the same topic after reading several passages or articles.

2.6 Distinguish between cause and effect and between fact and opinion in expository text.

2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

**Flying WILD activities:**

Home, Sweet Home	Bird Heroes
Council Consensus	Teaming Up For Birds
Bird Action	Bird Hurdles
Just Ducky	City Slickers

**Notes:**

These activities involve some reading, but may not "hit" all of the reading standards.

### 3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

#### *Structural Features of Literature*

3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

**Flying WILD activities:**

Light As A Feather	Birds on Display
--------------------	------------------

#### *Narrative Analysis of Grade-Level-Appropriate Text*

3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

**Flying WILD activities:**

Birds on Display	Light As A Feather
------------------	--------------------

## Writing

### 1.0 Writing Strategies

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

*Organization and Focus*

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

<p><b><u>Flying WILD activities:</u></b> Busy Bird Motel Who Was That Masked Bird? Bird Heroes Teaming Up For Birds</p>	<p><b><u>Notes:</u></b> Reading level is high for fourth grade in Teaming Up for Birds.</p>
---	---

1.2 Create multiple-paragraph compositions:

- a. Provide an introductory paragraph.
- b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
- c. Include supporting paragraphs with simple facts, details, and explanations.
- d. Conclude with a paragraph that summarizes the points.
- e. Use correct indentation.

<p><b><u>Flying WILD activities:</u></b> Bird Heroes Teaming Up For Birds</p>	<p><b><u>Notes:</u></b> Reading level is high for fourth grade in Teaming Up for Birds.</p>
---	---

1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

<p><b><u>Flying WILD activities:</u></b> Busy Bird Motel Bird Heroes</p>	<p>Who Was That Masked Bird? Teaming Up For Birds</p>
--	---

*Penmanship*

1.4 Write fluidly and legibly in cursive or joined italic.

<p><b><u>Flying WILD activities:</u></b> Busy Bird Motel Bird Heroes</p>	<p>Who Was That Masked Bird? Teaming Up For Birds</p>
--	---

*Research and Technology*

1.5 Quote or paraphrase information sources, citing them appropriately.

1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use

those print materials.

1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Celebrate Migration Day

*Evaluation and Revision*

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Celebrate Migration Day

**2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

2.3 Write information reports:

- a. Frame a central question about an issue or situation.
- b. Include facts and details for focus.
- c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

**Flying WILD activities:**

Busy Bird Motel

Who Was That Masked Bird?

Bird Heroes

Teaming Up For Birds

**Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

**1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

*Sentence Structure*

1.1 Use simple and compound sentences in writing and speaking.

1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.

**Flying WILD activities:**

Busy Bird Motel

Who Was That Masked Bird?

Bird Heroes

Teaming Up For Birds

*Grammar*

1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

**Flying WILD activities:**

Busy Bird Motel

Who Was That Masked Bird?

Bird Heroes

Teaming Up For Birds

*Punctuation*

1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

1.5 Use underlining, quotation marks, or italics to identify titles of documents.

**Flying WILD activities:**

Busy Bird Motel

Who Was That Masked Bird?

Bird Heroes

Teaming Up For Birds

*Capitalization*

1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

**Flying WILD activities:**

Busy Bird Motel

Who Was That Masked Bird?

Bird Heroes

Teaming Up For Birds

*Spelling*

1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

**Flying WILD activities:**

Busy Bird Motel

Who Was That Masked Bird?

Bird Heroes

Teaming Up For Birds

# Listening and Speaking

## 1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

### *Comprehension*

- 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.
- 1.4 Give precise directions and instructions.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

All
-----

### *Organization and Delivery of Oral Communication*

- 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
- 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).
- 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
- 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
- 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

All
-----

## 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:

2.1 Make narrative presentations:

- a. Relate ideas, observations, or recollections about an event or experience.
- b. Provide a context that enables the listener to imagine the circumstances of the event or experience.
- c. Provide insight into why the selected event or experience is memorable.

**Flying WILD activities:**

Home, Sweet Home

Bird Heroes

Teaming Up For Birds

2.2 Make informational presentations:

- a. Frame a key question.
- b. Include facts and details that help listeners to focus.
- c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).

**Flying WILD activities:**

Home, Sweet Home

Bird Heroes

Teaming Up For Birds

## *Flying WILD* Correlations for **GRADE FOUR**

### ***HISTORY-SOCIAL SCIENCE CONTENT STANDARDS***

#### **California: A Changing State**

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

**No apparent correlations of the content standards with *Flying WILD* as written, but some activities involve map use and could easily be modified for use with California maps.**

# ***Flying WILD Correlations for GRADE FOUR***

## **SCIENCE CONTENT STANDARDS**

### **Life Sciences**

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

a. Students know plants are the primary source of matter and energy entering most food chains.

**Flying WILD activities:**

Food Chain Tag	Create Your Own Food Web
Hidden Hazards	Home, Sweet Home

b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

**Flying WILD activities:**

Food Chain Tag	Create Your Own Food Web	Home Is Where the Forest Is
Hidden Hazards	Feeder Frenzy	Home, Sweet Home
Fill the Bill	Bird Olympics	

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

a. Students know ecosystems can be characterized by their living and nonliving components.

**Flying WILD activities:**

Home Is Where the Forest Is	Hidden Hazards
Home, Sweet Home	Aiming to Save

b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

<b><u>Flying WILD activities:</u></b>		
Food Chain Tag	Create Your Own Food Web	Home Is Where the Forest Is
Hidden Hazards	Home, Sweet Home	Council Consensus
The Great Migration Challenge		Bird Hurdles
Aiming to Save		City Slickers

c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

<b><u>Flying WILD activities:</u></b>		
Food Chain Tag	Feeder Frenzy	Home, Sweet Home
The Great Migration Challenge	Fill the Bill	

### ***Investigation and Experimentation***

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

b. Measure and estimate the weight, length, or volume of objects.

<b><u>Flying WILD activities:</u></b> Bird Olympics
--

c. Formulate and justify predictions based on cause-and-effect relationships.

<b><u>Flying WILD activities:</u></b> Fill the Bill                      Egg-stravaganza
---

d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.

<b><u>Flying WILD activities:</u></b> Egg-strvaganza
---

f. Follow a set of written instructions for a scientific investigation.

<b><u>Flying WILD activities:</u></b> Oily Problems!                      Birds and Bernoulli
--

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**Science**  
**English-Language Arts**  
**History-Social Studies**  
for  
**GRADE FIVE**  
May, 2009

# *Flying WILD* Correlations for **GRADE FIVE**

## **ENGLISH-LANGUAGE ARTS CONTENT STANDARDS**

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

##### *Word Recognition*

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

**Flying WILD activities:**

City Slickers

**Notes:**

Students can read the clues in City Slickers. Other activities have information that could be read by students.

##### *Vocabulary and Concept Development*

1.2 Use word origins to determine the meaning of unknown words.

1.3 Understand and explain frequently used synonyms, antonyms, and homographs.

1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*).

1.5 Understand and explain the figurative and metaphorical use of words in context.

**Flying WILD activities:**

Light As A Feather

#### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g.,

classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

### *Structural Features of Informational Materials*

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

<p><b><u>Flying WILD activities:</u></b> Migratory Mapping Home, Sweet Home Grizzly Gizzards Egg-stravaganza</p>	<p><b><u>Notes:</u></b> Other activities include charts, diagrams, and illustrations</p>
--	--

### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

<p><b><u>Flying WILD activities:</u></b> Hidden Hazards Bird Heroes Bird Hurdles</p>	<p>Who Was That Masked Bird? Council Consensus Just Ducky</p>	<p>Home, Sweet Home Bird Action City Slickers</p>
--	---	---

## **Writing**

### **1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

### *Research and Technology*

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).

1.5 Use a thesaurus to identify alternative word choices and meanings.

**Flying WILD activities:**

Bird Heroes                      Teaming Up For Birds

*Evaluation and Revision*

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

**Flying WILD activities:**

Bird Heroes                      Teaming Up For Birds

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

- a. Frame questions that direct the investigation.
- b. Establish a controlling idea or topic.
- c. Develop the topic with simple facts, details, examples, and explanations.

**Flying WILD activities:**

Bird Heroes                      Teaming Up For Birds

2.4 Write persuasive letters or compositions:

- a. State a clear position in support of a proposal
- b. Support a position with relevant evidence.
- c. Follow a simple organizational pattern.
- d. Address reader concerns..

**Flying WILD activities:**

Teaming Up For Birds

## Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### *Sentence Structure*

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

**Flying WILD activities:**

Busy Bird Motel  
Who Was That Masked Bird?  
Teaming Up for Birds

**Notes:**

All activities involve discussion, and many include writing.

#### *Grammar*

1.2 Identify and correctly use verbs that are often misused (e.g., *lie/ lay, sit/ set, rise/ raise*), modifiers, and pronouns.

**Flying WILD activities:**

Busy Bird Motel  
Who Was That Masked Bird?  
Teaming Up for Birds

**Notes:**

All activities involve discussion, and many include writing.

#### *Punctuation*

1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

**Flying WILD activities:**

Busy Bird Motel  
Who Was That Masked Bird?  
Teaming Up for Birds

**Notes:**

All activities involve discussion, and many include writing.

*Capitalization*

1.4 Use correct capitalization.

**Flying WILD activities:**

Busy Bird Motel  
Who Was That Masked Bird?  
Teaming Up for Birds

**Notes:**

All activities involve discussion, and many include writing.

*Spelling*

1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

**Flying WILD activities:**

Busy Bird Motel  
Who Was That Masked Bird?  
Teaming Up for Birds

**Notes:**

All activities involve discussion, and many include writing.

## Listening and Speaking

### 1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

*Comprehension*

1.1 Ask questions that seek information not already discussed.

1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

**Flying WILD activities:**

All

**Notes:**

All activities involve discussion.

*Organization and Delivery of Oral Communication*

1.4 Select a focus, organizational structure, and point of view for an oral presentation.

1.5 Clarify and support spoken ideas with evidence and examples.

1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

**Flying WILD activities:**

Home, Sweet Home  
Bird Heroes  
Council Consensus

**Notes:**

If students lead activities in a Bird Festival, these standards are well correlated.

*Analysis and Evaluation of Oral and Media Communications*

1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.

1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

<b><u>Flying WILD activities:</u></b> Home, Sweet Home	Bird Heroes	Council Consensus
---	-------------	-------------------

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
  - a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
  - b. Show, rather than tell, the listener what happens

<b><u>Flying WILD activities:</u></b> Council Consensus
--

2.2 Deliver informative presentations about an important idea, issue, or event by the following means:

- a. Frame questions to direct the investigation.
- b. Establish a controlling idea or topic.
- c. Develop the topic with simple facts, details, examples, and explanations.

<b><u>Flying WILD activities:</u></b> Home, Sweet Home	Bird Heroes	Council Consensus
---	-------------	-------------------

# *Flying WILD* Correlations for **GRADE FIVE**

## **HISTORY-SOCIAL SCIENCE CONTENT STANDARDS**

### **United States History and Geography: Making a New Nation**

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

2. Describe their varied customs and folklore traditions.

**Flying WILD activities:**

Birds on Display  
Light as a Feather  
Jeop-Birdy  
Avian Art

**Notes:**

These activities can help teach about symbols and folklore traditions. Jeop-Birdy clues would need to be grade appropriate.

# *Flying WILD* Correlations for **GRADE FIVE**

## **SCIENCE CONTENT STANDARDS**

### **Life Sciences**

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:

c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.

**Flying WILD activities:**

Fill the Bill

Grizzly Gizzards

### **Investigation and Experimentation**

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.

**Flying WILD activities:**

Bird Olympics

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**Science**  
**English-Language Arts**  
**History-Social Studies**  
for  
**GRADE SIX**  
May, 2009

# Flying WILD Correlations for **GRADE SIX**

## **ENGLISH-LANGUAGE ARTS CONTENT STANDARDS**

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

##### *Vocabulary and Concept Development*

1.2 Identify and interpret figurative language and words with multiple meanings.

**Flying WILD activities:**

Light As A Feather

#### **2.0 Reading Comprehension (Focus on Informational Materials)**

##### *Structural Features of Informational Materials*

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

##### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports

**Flying WILD activities:**

Hidden Hazards

Bird Heroes

Bird Action

Who Was That Masked Bird?

Council Consensus

Just Ducky

Home, Sweet Home

Teaming Up For Birds

City Slickers

### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

*Narrative Analysis of Grade-Level-Appropriate Text*

3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

**Flying WILD activities:**

Light As A Feather

## Writing

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

*Organization and Focus*

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Home, Sweet Home

1.2 Create multiple-paragraph expository compositions:

- Engage the interest of the reader and state a clear purpose.
- Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
- Conclude with a detailed summary linked to the purpose of the composition

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Home, Sweet Home

1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Home, Sweet Home

*Research and Technology*

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

<b><u>Flying WILD activities:</u></b>			
Bird Heroes	Teaming Up For Birds	Celebrate Migration Day	

*Evaluation and Revision*

1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

<b><u>Flying WILD activities:</u></b>			
Bird Heroes	Teaming Up For Birds	Home, Sweet Home	

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.3 Write research reports:

- a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
- b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
- c. Include a bibliography

<b><u>Flying WILD activities:</u></b>			
Bird Heroes	Teaming Up For Birds	Home, Sweet Home	

2.5 Write persuasive compositions:

- a. State a clear position on a proposition or proposal.
- b. Support the position with organized and relevant evidence.
- c. Anticipate and address reader concerns and counterarguments.

<b><u>Flying WILD activities:</u></b>
Teaming Up For Birds

# Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

## 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

### *Sentence Structure*

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

<b><u>Flying WILD activities:</u></b>		
Busy Bird Motel	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

### *Grammar*

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

<b><u>Flying WILD activities:</u></b>		
Busy Bird Motel	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

### *Punctuation*

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

<b><u>Flying WILD activities:</u></b>		
Busy Bird Motel	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

### *Capitalization*

1.4 Use correct capitalization.

<b><u>Flying WILD activities:</u></b>		
Busy Bird Motel	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

*Spelling*

1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there*).

<b><u>Flying WILD activities:</u></b>		
Busy Bird Motel	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

## Listening and Speaking

### 1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

*Comprehension*

1.3 Restate and execute multiple-step oral instructions and directions.

<b><u>Flying WILD activities:</u></b> All
--

*Organization and Delivery of Oral Communication*

1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

<b><u>Flying WILD activities:</u></b> All
--

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:

- a. Establish a context, plot, and point of view.
- b. Include sensory details and concrete language to develop the plot and character.
- c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).

**Flying WILD activities:**

Home. Sweet Home                  Bird Heroes

2.2 Deliver informative presentations:

- a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
- b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

**Flying WILD activities:**

Home. Sweet Home                  Bird Heroes

2.4 Deliver persuasive presentations:

- a. Provide a clear statement of the position.
- b. Include relevant evidence.
- c. Offer a logical sequence of information.
- d. Engage the listener and foster acceptance of the proposition or proposal.

**Flying WILD activities:**

Council Consensus

2.5 Deliver presentations on problems and solutions:

- a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
- b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions

**Flying WILD activities:**

Council Consensus

# *Flying WILD* Correlations for **GRADES SIX – EIGHT**

## **HISTORY-SOCIAL SCIENCE ANALYSIS SKILLS**

### Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.

**Flying WILD activities:**

Bird Heroes

Teaming Up for Birds

The Great Migration Challenge

3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

**Flying WILD activities:**

Migratory Mapping

### Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.

**Flying WILD activities:**

Bird Heroes

3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

**Flying WILD activities:**

Bird Heroes

4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

**Flying WILD activities:**

Bird Heroes

5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

**Flying WILD activities:**

Bird Heroes

## Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

**Flying WILD activities:**

Bird Heroes

2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

**Flying WILD activities:**

Bird Heroes

Bird Action

Oily Problems!

3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

**Flying WILD activities:**

Bird Heroes

Bird Action

4. Students recognize the role of chance, oversight, and error in history.

**Flying WILD activities:**

Oily Problems

Aiming to Save

5. Students recognize that interpretations of history are subject to change as new information is uncovered.

**Flying WILD activities:**

Bird Heroes

*Flying WILD* Correlations for **GRADE SIX**

***HISTORY-SOCIAL SCIENCE CONTENT STANDARDS***

**World History and Geography: Ancient Civilizations**

No obvious correlations with the content standards found.

# Flying WILD Correlations for **GRADE SIX**

## **SCIENCE CONTENT STANDARDS**

### **Focus on Earth Science**

#### **Heat (Thermal Energy) (Physical Sciences)**

3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:

c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).

**Flying WILD activities:**

The Fine Art of Nesting

**Notes:**

Discuss heat loss and how feathers and nests help insulate (i.e., reduce the flow of heat energy).

#### **Ecology (Life Sciences)**

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.

**Flying WILD activities:**

Food Chain Tag      Create Your Own Food Web

b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.

**Flying WILD activities:**

Food Chain Tag      Create Your Own Food Web      Feeder Frenzy

c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

**Flying WILD activities:**

Food Chain Tag      Create Your Own Food Web      Home, Sweet Home

e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

<b><u>Flying WILD activities:</u></b> Migratory Mapping	Home, Sweet Home	City Slickers
--	------------------	---------------

## Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

<b><u>Flying WILD activities:</u></b> Bird Olympics Busy Bird Motel	<b><u>Notes:</u></b> Binoculars in Busy Bird Motel, possibly also samples of bird bands.
---	---

d. Communicate the steps and results from an investigation in written reports and oral presentations.

<b><u>Flying WILD activities:</u></b> All	<b><u>Notes:</u></b> Some writing; mostly discussion.
--	--

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**Science**  
**English-Language Arts**  
**History-Social Studies**  
for  
**GRADE SEVEN**

May, 2009

# Flying WILD Correlations for **GRADE SEVEN**

## **ENGLISH-LANGUAGE ARTS CONTENT STANDARDS**

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

##### *Vocabulary and Concept Development*

1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.

**Flying WILD activities:**

Light As A Feather

#### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

##### *Structural Features of Informational Materials*

2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

**Flying WILD activities:**

Home, Sweet Home

2.2 Locate information by using a variety of consumer, workplace, and public documents.

**Flying WILD activities:**

Birds on Display

Bird Heroes

Teaming Up For Birds

**Notes:**

While the standard focuses on "consumer, workplace, and public documents", learning to use written resources of any nature can help students meet the standard.

*Comprehension and Analysis of Grade-Level-Appropriate Text*

2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Council Consensus

*Expository Critique*

2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**Flying WILD activities:**

Teaming Up For Birds

Bird Heroes

Council Consensus

## Writing

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

*Organization and Focus*

1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Who Was That Masked Bird?

Council Consensus

*Research and Technology*

1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

<b><u>Flying WILD activities:</u></b>	
Bird Heroes	Teaming Up For Birds
Celebrate Migration Day	Who Was That Masked Bird?

*Evaluation and Revision*

1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

<b><u>Flying WILD activities:</u></b>		
Bird Heroes	Teaming Up For Birds	Celebrate Migration Day

## 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

2.3 Write research reports:

- a. Pose relevant and tightly drawn questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
- d. Document reference sources by means of footnotes and a bibliography.

<b><u>Flying WILD activities:</u></b>	
Bird Heroes	Teaming Up For Birds
Celebrate Migration Day	Home, Sweet Home

2.4 Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

<b><u>Flying WILD activities:</u></b>		
Council Consensus	Teaming Up For Birds	Home, Sweet Home

- 2.5 Write summaries of reading materials:
- Include the main ideas and most significant details.
  - Use the student's own words, except for quotations.
  - Reflect underlying meaning, not just the superficial details.

<b><u>Flying WILD activities:</u></b>		
Bird Heroes	Teaming Up For Birds	Celebrate Migration Day

## Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to the grade level.

#### *Sentence Structure*

1.1 Place modifiers properly and use the active voice.

<b><u>Flying WILD activities:</u></b>		
Hidden Hazards	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

#### *Grammar*

1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.

1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

<b><u>Flying WILD activities:</u></b>		
Hidden Hazards	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

*Punctuation*

1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

<b><u>Flying WILD activities:</u></b>		
Hidden Hazards	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

*Capitalization*

1.6 Use correct capitalization.

<b><u>Flying WILD activities:</u></b>		
Hidden Hazards	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

*Spelling*

1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

<b><u>Flying WILD activities:</u></b>		
Hidden Hazards	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

## Listening and Speaking

### 1.0 Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

*Organization and Delivery of Oral Communication*

1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

<b><u>Flying WILD activities:</u></b>	
Home, Sweet Home	Bird Heroes
Council Consensus	The Great Migration Challenge

## 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

### 2.1 Deliver narrative presentations:

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

**Flying WILD activities:**

Home, Sweet Home                      Bird Heroes

### 2.2 Deliver oral summaries of articles and books:

- a. Include the main ideas of the event or article and the most significant details.
- b. Use the student's own words, except for material quoted from sources.
- c. Convey a comprehensive understanding of sources, not just superficial details.

**Flying WILD activities:**

Home, Sweet Home                      Bird Heroes

### 2.3 Deliver research presentations:

- a. Pose relevant and concise questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
- d. Cite reference sources appropriately.

**Flying WILD activities:**

Home, Sweet Home                      Bird Heroes                      Council Consensus

### 2.4 Deliver persuasive presentations:

- a. State a clear position or perspective in support of an argument or proposal.
- b. Describe the points in support of the argument and employ well-articulated evidence.

**Flying WILD activities:**

Council Consensus                      Teaming Up For Birds

*Flying WILD* Correlations for **GRADE SEVEN**

***HISTORY – SOCIAL SCIENCE CONTENT STANDARDS***

**World History and Geography: Medieval and Early Modern Times**

No obvious correlations with the content standards found.

# Flying WILD Correlations for **GRADE SEVEN**

## **SCIENCE CONTENT STANDARDS**

### **Focus on Life Science**

#### **Structure and Function in Living Systems**

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:

a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.

**Flying WILD activities:**

Grizzly Gizzards

Avian Acoustics: Sound Off

Fill the Bill

b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.

**Flying WILD activities:**

Adaptation Artistry

Fill the Bill

Grizzly Gizzards

Avian Acoustics: Sound Off!

d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.

**Flying WILD activities:**

Egg-stravaganza

g. Students know how to relate the structures of the eye and ear to their functions.

**Flying WILD activities:**

Eye See You

## Physical Principles in Living Systems (Physical Sciences)

6. Physical principles underlie biological structures and functions. As a basis for understanding this concept:

c. Students know light travels in straight lines if the medium it travels through does not change.

**Flying WILD activities:**

Eye See You  
Egg-stravaganza

**Notes:**

Use of flashlight in Egg-stravaganza

### ***Investigation and Experimentation***

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

e. Communicate the steps and results from an investigation in written reports and oral presentations.

**Flying WILD activities:**

All

**Notes:**

All activities involve discussion of observations.

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**Science**  
**English-Language Arts**  
**History-Social Studies**  
for  
**GRADE EIGHT**

May, 2009

# Flying WILD Correlations for **GRADE EIGHT**

## **ENGLISH-LANGUAGE ARTS CONTENT STANDARDS**

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

##### *Vocabulary and Concept Development*

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

**Flying WILD activities:**

Light As A Feather

#### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

##### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

**Flying WILD activities:**

Hidden Hazards	Who Was That Masked Bird?	Bird Heroes
Council Consensus	Teaming Up For Birds	Bird Action
Bird Hurdles	Just Ducky	City Slickers

2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

**Flying WILD activities:**

Create Your Own Food Web	Bird Heroes	Teaming Up For Birds
--------------------------	-------------	----------------------

# Writing

## 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

### *Organization and Focus*

1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Bird Heroes
-------------

Teaming Up For Birds
----------------------

Home, Sweet Home
------------------

### *Research and Technology*

1.4 Plan and conduct multiple-step information searches by using computer networks and modems.

1.5 Achieve an effective balance between researched information and original ideas.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Bird Heroes
-------------

Teaming Up For Birds
----------------------

Celebrate Migration Day
-------------------------

Home, Sweet Home
------------------

### *Evaluation and Revision*

1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Bird Heroes
-------------

Teaming Up For Birds
----------------------

Celebrate Migration Day
-------------------------

Home, Sweet Home
------------------

## 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

2.3 Write research reports:

- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- d. Organize and display information on charts, maps, and graphs

**Flying WILD activities:**

Bird Heroes                      Teaming Up For Birds

2.4 Write persuasive compositions:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments

**Flying WILD activities:**

Bird Heroes                      Teaming Up For Birds  
Home, Sweet Home

## Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### *Sentence Structure*

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

**Flying WILD activities:**

Busy Bird Motel                      Who Was That Masked Bird?                      Bird Heroes  
Teaming Up For Birds                      Home, Sweet Home

*Grammar*

1.4 Edit written manuscripts to ensure that correct grammar is used.

<b><u>Flying WILD activities:</u></b>		
Busy Bird Motel	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

*Punctuation and Capitalization*

1.5 Use correct punctuation and capitalization.

<b><u>Flying WILD activities:</u></b>		
Busy Bird Motel	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

*Spelling*

1.6 Use correct spelling conventions.

<b><u>Flying WILD activities:</u></b>		
Busy Bird Motel	Who Was That Masked Bird?	Bird Heroes
Teaming Up For Birds	Home, Sweet Home	

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

<b><u>Flying WILD activities:</u></b>
All

*Organization and Delivery of Oral Communication*

1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

- 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- 1.7 Use audience feedback (e.g., verbal and nonverbal cues):
  - a. Reconsider and modify the organizational structure or plan.
  - b. Rearrange words and sentences to clarify the meaning.

<p><b><u>Flying WILD activities:</u></b>          Bird Heroes          Council Consensus</p>
--

## 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
  - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
  - b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
  - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

<p><b><u>Flying WILD activities:</u></b>          Home, Sweet Home</p>	<p>Bird Heroes</p>	<p>Council Consensus</p>
--	--------------------	--------------------------

- 2.3 Deliver research presentations:
  - a. Define a thesis.
  - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
  - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
  - d. Organize and record information on charts, maps, and graphs.

<p><b><u>Flying WILD activities:</u></b>          Home, Sweet Home</p>	<p>Bird Heroes</p>	<p>Council Consensus</p>
--	--------------------	--------------------------

2.4 Deliver persuasive presentations:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
- c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
- d. Maintain a reasonable tone.

**Flying WILD activities:**

Council Consensus

## *Flying WILD* Correlations for **GRADE EIGHT**

### **HISTORY – SOCIAL SCIENCE CONTENT STANDARDS**

#### **United States History and Geography: Growth and Conflict**

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

#### **8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.**

5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

##### **Flying WILD activities:**

Home is Where the Forest Is  
Busy Bird Motel  
Bird Hurdles

While this standard deals specifically with the Industrial Revolution, its effects on the environment can still be felt, and today's industry also has many effects on our society.

## *Flying WILD* Correlations for **GRADE EIGHT**

### **SCIENCE CONTENT STANDARDS**

#### **Focus on Physical Science**

##### **Forces**

2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:

a. Students know a force has both direction and magnitude.

**Flying WILD activities:**

Birds and Bernoulli  
Egg-stravaganza

**Notes:**

Part of Egg-stravaganza deals with applying a force to egg shells.

e. Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).

**Flying WILD activities:**

Birds and Bernoulli

**Correlations**

of

***Flying WILD***

with

**California Content Standards**

in

**ENGLISH – LANGUAGE ARTS**

**GRADES 9-12**

May, 2009

# *Flying WILD* Correlations for **GRADES NINE AND TEN**

## ***ENGLISH - LANGUAGE ARTS CONTENT STANDARDS***

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

##### *Vocabulary and Concept Development*

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Light As A Feather
--------------------

#### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

##### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Generate relevant questions about readings on issues that can be researched.

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

**Flying WILD activities:**

Hidden Hazards

Council Consensus

Bird Hurdles

Who Was That Masked Bird?

Teaming Up For Birds

Just Ducky

Bird Heroes

Bird Action

City Slickers

*Expository Critique*

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

**Flying WILD activities:**

Council Consensus

**3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

*Structural Features of Literature*

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

**Flying WILD activities:**

Light As A Feather

Writing

1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

*Organization and Focus*

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

*Research and Technology*

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources

1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).

1.8 Design and publish documents by using advanced publishing software and graphic programs.

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Celebrate Migration Day

*Evaluation and Revision*

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Celebrate Migration Day

## 2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

2.4 Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

**Flying WILD activities:**

Teaming Up For Birds                      Bird Heroes

2.5 Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

**Flying WILD activities:**

Teaming Up For Birds                      Celebrate Migration Day                      Bird Heroes

## Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

## *Grammar and Mechanics of Writing*

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

### **Flying WILD activities:**

Who Was That Masked Bird?

Bird Heroes

Teaming Up For Birds

Celebrate Migration Day

## *Manuscript Form*

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

### **Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Celebrate Migration Day

## **Listening and Speaking**

**1.0 Listening and Speaking Strategies** Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

### *Comprehension*

1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

### **Flying WILD activities:**

All

### *Organization and Delivery of Oral Communication*

1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

1.8 Produce concise notes for extemporaneous delivery.

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Home, Sweet Home
------------------

Bird Heroes
-------------

**2.0 Speaking Applications (Genres and Their Characteristics)** Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- d. Pace the presentation of actions to accommodate time or mood changes.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Home, Sweet Home
------------------

Bird Heroes
-------------

- 2.3 Apply appropriate interviewing techniques:
- Prepare and ask relevant questions.
  - Make notes of responses.
  - Use language that conveys maturity, sensitivity, and respect.
  - Respond correctly and effectively to questions.
  - Demonstrate knowledge of the subject or organization.
  - Compile and report responses.
  - Evaluate the effectiveness of the interview.

**Flying WILD activities:**

Bird Heroes

- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
- Structure ideas and arguments in a coherent, logical fashion.
  - Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
  - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - Anticipate and address the listener's concerns and counterarguments.

**Flying WILD activities:**

Council Consensus

- 2.6 Deliver descriptive presentations:
- Establish clearly the speaker's point of view on the subject of the presentation.
  - Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
  - Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

**Flying WILD activities:**

Adaptation Artistry

Home, Sweet Home

Bird Heroes

# *Flying WILD* Correlations for **GRADES ELEVEN AND TWELVE**

## **ENGLISH-LANGUAGE ARTS CONTENT STANDARDS**

### **Reading**

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

##### *Vocabulary and Concept Development*

1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

##### **Flying WILD activities:**

Light As A Feather  
Bird Team Sports

##### **Notes:**

While team names (Bird Team Sports) aren't analogies, understanding why particular birds were selected for team names can help students learn about relationships and inferences.

#### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

##### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

##### **Flying WILD activities:**

Hidden Hazards  
Council Consensus

Who Was That Masked Bird?  
Bird Action

Bird Heroes  
City Slickers

# Writing

## 1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

### *Organization and Focus*

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Bird Heroes
-------------

Teaming Up For Birds
----------------------

### *Research and Technology*

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Bird Heroes
-------------

Teaming Up For Birds
----------------------

Celebrate Migration Day
-------------------------

### *Evaluation and Revision*

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Bird Heroes
-------------

Teaming Up For Birds
----------------------

Celebrate Migration Day
-------------------------

## 2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

2.6 Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Bird Heroes
-------------

Teaming Up For Birds
----------------------

Celebrate Migration Day
-------------------------

## Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.

<b><u>Flying WILD activities:</u></b>
---------------------------------------

Busy Bird Motel
-----------------

Teaming Up For Birds
----------------------

Who Was That Masked Bird?
---------------------------

Celebrate Migration Day
-------------------------

Bird Heroes
-------------

**Correlations**

of

***Flying WILD***

with

**California Content Standards**

in

**HISTORY – SOCIAL STUDIES**

**GRADES 9-12**

May, 2009

# *Flying WILD* Correlations for **GRADES NINE - TWELVE**

## **HISTORY-SOCIAL SCIENCE ANALYSIS SKILLS**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

### Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

**Flying WILD activities:**

Bird Heroes

Teaming Up For Birds

Oily Problems!

2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

**Flying WILD activities:**

Bird Heroes

Council Consensus

Teaming Up For Birds

Bird Action

Oily Problems!

4. Students relate current events to the physical and human characteristics of places and regions.

**Flying WILD activities:**

Home, Sweet Home

Council Consensus

Teaming Up For Birds

Bird Action

Bird Hurdles

**Notes:**

Home, Sweet Home has students consider bird habitats.

### Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.

**Flying WILD activities:**

Bird Heroes

Council Consensus

Teaming Up For Birds

While Council Consensus doesn't deal with historical events, doing the activity can help students learn to distinguish between valid and fallacious arguments.

2. Students identify bias and prejudice in historical interpretations.

**Flying WILD activities:**

Bird Heroes                      Teaming Up For Birds

3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

**Flying WILD activities:**

Bird Heroes                      Teaming Up For Birds

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

**Flying WILD activities:**

Bird Heroes  
Council Consensus  
Teaming Up For Birds

**Notes:**

Council Consensus presentations should be based on information collected from multiple sources.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

**Flying WILD activities:**

Bird Heroes  
Council Consensus  
Teaming Up For Birds  
Oily Problems!

**Notes:**

Real events might be used as the basis for Council Consensus.

2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

**Flying WILD activities:**

Bird Heroes  
Council Consensus  
Bird Action  
Oily Problems!

**Notes:**

Societal issues such as those considered in these activities lend themselves to investigation of both/all sides of issues.

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

<b><u>Flying WILD activities:</u></b>		
Bird Heroes	Council Consensus	Oily Problems!

4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

<b><u>Flying WILD activities:</u></b>		
Bird Heroes	Council Consensus	Oily Problems!

5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

<b><u>Flying WILD activities:</u></b>		
Home is Where the Forest Is	Hidden Hazards	Home, Sweet Home
Bird Heroes	Council Consensus	Teaming Up For Birds
The Great Migration Challenge	Bird Action	Bird Hurdles
Bird Friend of Foe?	Oily Problems!	Celebrate Migration Day

*Flying WILD* Correlations for **GRADE NINE**

***HISTORY-SOCIAL SCIENCE CONTENT STANDARDS***

No apparent correlations with the grade nine content standards, but see Analysis Skills above.

## *Flying WILD* Correlations for **GRADE TEN**

### ***HISTORY-SOCIAL SCIENCE CONTENT STANDARDS***

#### **World History, Culture, and Geography: The Modern World**

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

**Flying WILD activities:**

The Great Migration Challenge

**Notes:**

"Effects" include impacts on organisms such as birds. While the "Industrial Revolution" is an historical era, its effects are still felt today, and today's industry has many effects on organisms.

## *Flying WILD* Correlations for **GRADE ELEVEN**

### **HISTORY-SOCIAL SCIENCE CONTENT STANDARDS**

#### United States History and Geography: Continuity and Change in the Twentieth Century

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).

**Flying WILD activities:**

Bird Heroes

**Notes:**

Roosevelt worked for preservation of some natural areas; learning about modern "bird heroes" can help students understand Roosevelt.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

**Flying WILD activities:**

Food Chain Tag

Home, Sweet Home

Create Your Own Food Web

Oily Problems!

Hidden Hazards

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

**Flying WILD activities:**

Home Is Where the Forest Is  
Bird Heroes  
Teaming Up for Birds  
Bird Action  
Aiming to Save  
Oily Problems!

**Notes:**

Presidents' speeches and policies impact wildlife in many ways, including influencing policies at lower levels of government and in the private sector.

5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

**Flying WILD activities:**

Food Chain Tag	Create Your Own Food Web	Home Is Where the Forest Is
Hidden Hazards	Home, Sweet Home	Bird Heroes
Council Consensus	Teaming Up For Birds	Bird Action
Bird Hurdles	Aiming to Save	Oily Problems!

# Flying WILD Correlations for **GRADE TWELVE**

## **HISTORY-SOCIAL SCIENCE CONTENT STANDARDS**

### ***Principles of American Democracy and Economics***

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

### ***Principles of American Democracy***

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

#### **Flying WILD activities:**

Bird Heroes	Council Consensus
Teaming Up for Birds	Bird Action

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

#### **Flying WILD activities:**

Council Consensus	Teaming Up for Birds
Aiming to Save	Bird Action

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

<b><u>Flying WILD activities:</u></b>		
Bird Heroes	Council Consensus	Teaming Up for Birds
Bird Action	Aiming to Save	Oily Problems!

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

*Principles of Economics*

12.1 Students understand common economic terms and concepts and economic reasoning.

4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

<b><u>Flying WILD activities:</u></b>		
Home Is Where the Forest Is	Hidden Hazards	Council Consensus
Teaming Up For Birds	Bird Action	Aiming to Save
Oily Problems!		

**12.2 Students analyze the elements of America's market economy in a global setting.**

3. Explain the roles of property rights, competition, and profit in a market economy.

<b><u>Flying WILD activities:</u></b>		
Home Is Where the Forest Is	Hidden Hazards	Council Consensus
Teaming Up For Birds	Bird Action	Aiming to Save
Oily Problems!		

**Correlations**  
of  
***Flying WILD***  
with  
**California Content Standards**  
in  
**SCIENCE**  
**GRADES 9-12**

May, 2009

## *Flying WILD* Correlations for **SCIENCE CONTENT STANDARDS: GRADES NINE - TWELVE**

The Flying WILD Guide includes a table showing correlations of the activities with the National Science Education Standards. (See page 20) Correlations with the **National Science Education Standards** are listed with the activities in a side bar titled "IN STEP WITH SCIENCE STANDARDS."

Recognizing that the activities contained in *Flying WILD* can be used in grades other than middle school and in contexts other than school bird festivals, the intent of this document is to facilitate the selection of activities that will help with the teaching of **California Content Standards in English-Language Arts, History-Social Science, and Science.**

### **SCIENCE INVESTIGATION & EXPERIMENTATION CONTENT STANDARDS**

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:

m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

**Flying WILD activities:**

Bird Heroes  
Council Consensus  
Teaming Up For Birds  
Oily Problems!

**Notes:**

Many societal issues have roots in scientific issues.  
Learning about those who have dealt with the issues is an important part of understanding them.

# *Flying WILD* Correlations for **GRADES NINE - TWELVE**

## **BIOLOGY / LIFE SCIENCES CONTENT STANDARDS**

Standards that all students are expected to achieve in the course of their studies are unmarked.  
Standards that all students should have the opportunity to learn are marked with an asterisk (\*).

### **Cell Biology**

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:

a. Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.

**Flying WILD activities:**

Egg-stravaganza

### **Ecology**

6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:

a. Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

**Flying WILD activities:**

Home Is Where the Forest Is  
Teaming Up for Birds

Hidden Hazards  
Bird Hurdles

Council Consensus

b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.

<p><b><u>Flying WILD activities:</u></b> Home Is Where the Forest Is Hidden Hazards Council Consensus Bird Hurdles</p>	<p>Busy Bird Motel Home, Sweet Home Teaming Up for Birds Bird Friend or Foe?</p>	<p><b><u>Notes:</u></b> Discuss various causes of changes in populations while doing Busy Bird Motel.</p>
--	--	---

c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.

<p><b><u>Flying WILD activities:</u></b> Home Is Where the Forest Is Busy Bird Motel Hidden Hazards Migratory Mapping Home, Sweet Home The Great Migration Challenge Bird Friend or Foe?</p>	<p><b><u>Notes:</u></b> While doing Busy Bird Motel and Home, Sweet Home, discuss how changes in the environment can affect population size, and population sampling is used to determine population size.</p>
--	--

g. \* Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

<p><b><u>Flying WILD activities:</u></b> Fill the Bill</p>
--

## Evolution

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:

a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.

<p><b><u>Flying WILD activities:</u></b> Fill the Bill Avian Antics</p>	<p><b><u>Notes:</u></b> Bird beaks as adaptations (phenotypes). Behaviors (Avian Antics) can be adaptations.</p>
---	--

d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

**Flying WILD activities:**

Fill the Bill  
Bird Olympics  
Turkey Talk  
Avian Antics

**Notes:**

These activities deal with various adaptations for survival.

8. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:

a. Students know how natural selection determines the differential survival of groups of organisms.

**Flying WILD activities:**

Adaptation Artistry                      Bird Olympics

b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.

**Flying WILD activities:**

Bird Olympics

# *Flying WILD* Correlations for **GRADES NINE - TWELVE**

## ***PHYSICS, CHEMISTRY, and EARTH SCIENCES*** **CONTENT STANDARDS**

Standards that all students are expected to achieve in the course of their studies are unmarked. Standards that all students should have the opportunity to learn are marked with an asterisk (\*).

### ***PHYSICS CONTENT STANDARDS***

#### **Motion and Forces**

1. Newton's laws predict the motion of most objects. As a basis for understanding this concept:
  - b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).

<p><b><u>Flying WILD activities:</u></b> Birds and Bernoulli</p>
--

See also Investigation and Experimentation Standards above.

### ***CHEMISTRY CONTENT STANDARDS***

No apparent correlations other than the Investigation and Experimentation Standards above.

### ***EARTH SCIENCES CONTENT STANDARDS***

#### **California Geology**

9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:
  - b. Students know the principal natural hazards in different California regions and the geologic basis of those hazards.

<p><b><u>Flying WILD activities:</u></b> Oily Problems!</p>
---

<p><b><u>Notes:</u></b> Natural seepage adds a lot of oil to the ocean. Geologic factors affect oil acquisition and transportation.</p>
---

See also Investigation and Experimentation Standards above.