



# California State Education Standards Kindergarten-6<sup>th</sup> Grade California Native Wildlife Poster Contest



*(Please note: This list is intended to help guide classroom discussion with potential topics appropriate for this activity. It is neither exhaustive nor complete)*

## Kindergarten

### **Standards Supported:**

Life Sciences - Different types of plants and animals inhabit the earth.

- 2.a. Observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
- 2.c. Identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

Earth Sciences - Earth is composed of land, air, and water.

- 3.a. Learn characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
- 3.c. Identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Writing - Students write words and brief sentences that are legible.

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- 1.3 Write by moving from left to right and from top to bottom.
- 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

History/Social Studies – Compare and contrast the locations of people, places, and environments and describe their characteristics.

- K.4.1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
- K.4.2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
- K.4.3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
- K.4.4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

## Grade 1

### **Standards Supported:**

Life Sciences – Plants and animals meet their needs in different ways.

- 2.a. Different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- 2.b. Both plants and animals need water, animals need food, and plants need light.
- 2.c. Animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- 2.d. How to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

Written And Oral English Language Conventions

- 1.1. Write and speak in complete, coherent sentences.

- 1.2. Identify and correctly use singular and plural nouns.
- 1.3. Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.
- 1.4. Distinguish between declarative, exclamatory, and interrogative sentences.
- 1.5. Use a period, exclamation point, or question mark at the end of sentences.
- 1.6. Use knowledge of the basic rules of punctuation and capitalization when writing.
- 1.7. Capitalize the first word of a sentence, names of people, and the pronoun I.
- 1.8. Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking - Students listen critically and respond appropriately to oral communication.

- 1.1. Listen attentively.
- 1.2. Ask questions for clarification and understanding.
- 1.3. Give, restate, and follow simple two-step directions.

History/Social Studies – Compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

- 1.2.1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
- 1.2.2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.

## Grade 2

### **Standards Supported:**

Life Sciences - Plants and animals have predictable life cycles.

- 2.a. Organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- 2.b. The sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
- 2.c. Many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- 2.d. There is variation among individuals of one kind within a population.

Earth Sciences - Earth is made of materials that have distinct properties and provide resources for human activities.

- 3.e. Rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

History/Social Studies – Demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

- 2.2.1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
- 2.2.4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

## Grade 3

### **Standards Supported:**

Physical Sciences

- ⇒ 1. Energy and matter have multiple forms and can be changed from one form to another.
- 1.a. Energy comes from the Sun to Earth in the form of light.
  - 1.b. Sources of stored energy take many forms, such as food, fuel, and batteries.

⇒ 2. Light has a source and travels in a direction.

- 2.a. Sunlight can be blocked to create shadows.
- 2.c. The color of light striking an object affects the way the object is seen.

Life Sciences - Adaptations in physical structure or behavior may improve an organism's chance for survival.

- 2.a. Plants and animals have structures that serve different functions in growth, survival, and reproduction.
- 2.b. Diverse life forms live in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- 2.c. 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.
- 2.d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

History/Social Studies – 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.

- 3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
- 3.1.2. 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).

## Grade 4

### **Standards Supported:**

#### Life Sciences

⇒ 2. All organisms need energy and matter to live and grow.

- 2.a. Plants are the primary source of matter and energy in most food chains.
- 2.b. Producers and consumers are related in food chains and food webs and compete with each other for resources in an ecosystem.
- 2.c. Decomposers recycle matter from dead plants and animals.

⇒ 3. Living organisms depend on one another and on their environment for survival.

- 3.a. Ecosystems are characterized by living and nonliving components.
- 3.b. In any environment some plants and animals survive well, some less well and some cannot survive.
- 3.c. Plants and animals depend on each other.

#### Listening and Speaking

- 1.1. Ask thoughtful questions and respond to questions with elaboration in oral settings.

History/Social Studies – Demonstrate an understanding of the physical and human geographic features that define places and regions in California.

- 4.1.3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
- 4.1.4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
- 4.1.5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

## Grade 5

### **Standards Supported:**

Life Sciences – Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

- 2.f. Plants use carbon dioxide and energy from the sun to build sugar and release oxygen.
- 2.g. Animal cells break down sugar to obtain energy, resulting in carbon dioxide and water.

Earth Science – Water on Earth moves between the oceans and land through the processes of evaporation and condensation.

- 3.a. Most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
- 3.d. The amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
- 3.e. The origin of the water used by local communities varies.

## Grade 6

### **Standards Supported:**

Ecology (Life Sciences) – Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

- 5.a: Energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
- 5.b. Matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
- 5.c. Populations of organisms can be categorized by the functions they serve in an ecosystem.
- 5.d. Different kinds of organisms may play similar ecological roles in similar biomes.
- 5.e. 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.

Resources – Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.

- 6.b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
- 6.c. Students know the natural origin of the materials used to make common objects.

Shaping Earth's Surface (Earth Sciences) – Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.

- 2.a. Water running downhill is the dominant process in shaping the landscape, including California's landscape.
- 2.b. Rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
- 2.c. Beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
- 2.d. Earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.