Arizona State Museum: *Field Journal*

Arizona State Standards in Science: Grade 3, 4, 5

**Strand 1: Inquiry**

**Concept 1: Observations, Questions, and Hypothesis**
- Differentiate inferences from observation. **Grade 4: PO 1.**
- Formulate a relevant question through observations that can be tested by an investigation. **Grade 4: PO 2. Grade 5: PO 1.**
- Formulate predictions in the realm of science based on observed cause and effect relationships. **Grade 4: PO 3. Grade 5: PO 2.**
- Locate information related to an investigation. **Grade 4: PO 4. Grade 5: PO 3.**

**Concept 2: Scientific Testing (Investigating and Modeling)**
- Record data in an organized and appropriate format. **Grade 4: PO 5. Grade 5: PO 5.**

**Strand 3: Science in Personal and Social Perspectives**

**Concept 1: Changes in Environment**
- Describe how natural event and human activities have positive and negative impacts on environments. **Grade 4: PO 1.**
- Propose a solution, resource, or product that addresses a specific human, animal, or habitat need. **Grade 5: PO 2.**
- Evaluate the possible strengths and weaknesses of a proposed solution to a specific problem relevant to human, animal, or habitat needs. **Grade 5: PO 3.**

**Strand 4: Life Sciences**

**Concept 3: Organisms and Environments**
- Describe the ways various resources are utilized to meet the needs of a population. **Grade 4: PO 1.**

**Concept 4: Diversity, Adaptation and Behavior**
- Identify adaptations of plants and animals that allow them to live in specific environments. **Grade 3: PO 1.**
- Describe ways that species adapt when introduced into new environments. **Grade 3: PO 2.**
- Give examples of adaptations that allow plants and animals to survive. **Grade 4: PO 2.**

Arizona’s Common Core Standards-English Language Arts: Grade 3, 4, 5

Reading –Informational Texts

**Key Ideas and Details**
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *(3, 4, 5. RI.1)*

**Integration of Knowledge and Ideas**
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *(3,4,5. RI.7)*
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *(3,4,5.RI.9)*
Writing

Text Types and Purposes
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (3,4,5.W.1)
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (3,4,5.W.2)

Research to Build and Present Knowledge
- Conduct short as well as more substantive research projects based on focused questions, demonstrating understanding of the subject under investigation. (3,4,5.W.7)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (4,5.W.9)

21st Century Thinking Skills

Global Awareness
- Understanding other nations and cultures, including the use of non-English languages.

Think Creatively
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

Reason Effectively
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions
- Effectively analyze and evaluate evidence, arguments, claims and beliefs.
- Synthesize and make connections between information and arguments.
- Interpret information and draw conclusions based on the best analysis.