

The Living State Symbols of Arizona

Curriculum Map

Overview	5-day Forecast	Standards	Resources needed
<p>Become a Wildlife Detective</p> <p>Set up and conduct a field research project, which looks at birds that visit your school or community.</p>	<p>Lesson 1: Identify Arizona’s living state symbols</p> <p>Lesson 2: Learn field research skills such as observation and data collection</p> <p>Lesson 3: Develop a field research project for your schoolyard or community; gather and practice using the tools of your new trade (research equipment, field guides, data collection sheets)</p> <p>Lesson 4: Field observations</p> <p>Lesson 5: Share your data with others; celebrate new learning</p>	<p>T5-E1-01 Identify electronic research resources</p> <p>T5-E1-02 Define subject searching and devise a strategy to locate information using available electronic research resources</p> <p>5T-E1-05 Identify the author, copyright date and publisher of information located in electronic resources, including Internet resources</p> <p>SC4-S1C1-01 Differentiate inferences from observations</p> <p>SC4-S1C1-02 Formulate a relevant question through observations that can be tested by an investigation</p> <p>SC4-S1C2-02 Plan a simple investigation that identifies the variables to be controlled</p> <p>SC4-S1C2-03 Conduct controlled investigations in life sciences</p> <p>SC4-S1C2-05 Record data in an organized and appropriate format (e.g., t-chart, table, list, written log)</p> <p>SC4-S1C3-01 Analyze data obtained in a scientific study to identify trends.</p> <p>SC4-S1C3-03 Determine that data collected is consistent with the formulated question</p> <p>SC4-S1C3-04 Determine whether the data supports the prediction for an investigation</p>	<p>State Symbols PowerPoint</p> <p>Arizona Game and Fish poster: “Arizona’s State Symbols”</p> <p>Graphic organizer (one per student or team) – see samples/examples</p> <p>Variety of 10 small classroom/household items</p> <p>Tray</p> <p>Small sheet or towel</p> <p>Binoculars (recommended – one per team)</p> <p>Pencils</p> <p>Thermometer (to record daily temperature)</p> <p>Clock (to record time of day)</p> <p>Clipboard (one per team)</p> <p>Field guides for Arizona or Western birds (one or more per team)</p> <p>“Critters of Arizona” pocket guide (one per student)*</p> <p>*One free copy of this publication will be provided to every 4th grade student whose classroom teacher registers with the education branch of the Arizona Game and Fish Department: azgfd.gov</p>

		<p>SC4-S1C3-05 Develop new questions and predictions based upon the data collected in the investigation</p> <p>SC4-S1C4-01 Communicate verbally or in writing the results of an inquiry</p> <p>SC4-S1C4-02 Choose an appropriate graphic representation for collected data: bar graph, line graph, Venn diagram, model. (See M04-S2C1-02)</p> <p>SC4-S1C4-03 Communicate with other groups or individuals to compare the results of a common investigation.</p> <p>M04-S2C1-02 Construct a single-bar graph, line graph or two-set Venn diagram with appropriate labels and title from organized data.</p>	
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