

## Nearby Nature Field Trips and Oregon 4<sup>th</sup> Grade Science and Social Science Standards



Below is a list of Nearby Nature field trips that address current science and social science standards for your grade level. The referenced standards, quoted from the Oregon Department of Education website, are listed after our program descriptions.

**Nature Detectives Walks:** On these morning nature walks, kids will use all of their nature-detecting senses and observation skills to explore Alton Baker Park. We'll look for signs that plants and animals are waking up for spring or getting ready for winter. We'll learn about whatever fascinating discoveries your students make and try to solve whatever mysteries inspire their curiosity.

- **Nature Detectives** walks support Life Science standards as students observe various plants and animals in the park and discuss how their structures relate to their functions and how their adaptations allow them to thrive in our region (LS1.A).

**Critter Quest Walks:** On these morning nature walks, kids will spend half of their time using pond dipping nets to look for aquatic critters and half of their time on a wildlife-themed nature walk in Alton Baker Park. Life cycles, adaptations, and camouflage are some of the topics that will be addressed.

- **Critter Quest** walks focus on animal life in the park, allowing students to observe the relationship between animal structures and their survival, behavior, and reproduction (LS1.A). During pond dipping, insect life is found in abundance, allowing close observation of specialized sense receptors (LS1.D).

**River Quest Walks:** On these morning water-themed walks, kids will visit the Willamette River to see the water cycle in action, learn about local watersheds, and check out riparian plants and animals. They will also talk about the relationship between people and rivers.

- **River Quest** walks support many concepts related to Social Science Standards. Students discuss the importance of the river to the Kalapuya Indians living here prior to European settlement (4.1) as well as its influence on later settlers of the area (4.9). They will see evidence of human modification of the river and discuss how technological developments, societal decisions, and personal practices influence Oregon's sustainability (4.12 & 4.13).

**Kalapuya Quest Walks:** On these morning Kalapuya-themed walks, kids will explore the park and learn how the Kalapuya people historically used native plants and animals for shelter, food, and clothing. These walks will also cover Kalapuya transportation, traditions, language, and stories.

- **Kalapuya Quest walks** give students the opportunity to learn about the Kalapuya Indians who lived in our area prior to European settlement and how they adapted to their physical environment (4.1). Students will also learn about how the physical systems of our area influenced Kalapuya life (4.9). Our guides will help students compare modern day life in the Willamette Valley with the life of the Kalapuya before European settlement (4.10).

**Referenced Oregon Department of Education 4<sup>th</sup> Grade Science Standards:**

**4-LS1 From Molecules to Organisms: Structures and Processes**

**Disciplinary Core Ideas:**

**LS1.A: Structure and Function**

- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)

**LS1.D: Information Processing**

- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)

**Referenced Oregon Department of Education 4<sup>th</sup> Grade Social Science Standards:**

**Historical Knowledge**

**4.1.** Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

**Geography**

**4.9.** Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.

**4.10.** Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.

**4.12.** Explain how people in Oregon have modified their environment and how the environment has influenced people's lives.

**4.13.** Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.)

*Updated 1-15-15*