

Our field trips are aligned with the Next Generation Science Standards' Scientific Practices and Disciplinary Core Ideas.

Here are some of the standards that could be covered, depending on the field trip:

Students will:

- Discuss such questions as, "What is science?" and, "Why is it important? SP1
- Ask questions about the natural world around them SP1
- Collect, analyze and interpret data (through words, drawings, numbers, graphs, etc.) and construct explanations of findings SP3,4,6
- Engage in scientific argument and discussion SP7
- Make detailed observations about the characteristics of organisms in the redwood forest Examine how different structures perform different survival functions for organisms (e.g. growth, reproduction, protection from predators and environmental factors, etc.) LS1.A; LS1.C
- Define and find examples of various stages of plant and animal life cycles LS1.B
- Explore the roles that physical (abiotic) components such as sunlight, soil, water, and air play in an ecosystem (i.e. providing food, water, shelter, etc.) LS2.A
- Find evidence of interdependence between organisms and the environment (e.g. food chains, food web) LS2.A
- Discuss the way matter cycles and moves through ecosystems LS2.B
- Debate the relative health of observed ecosystems and effects of introduced species or environmental changes ESS3.A; ESS3.C
- Discuss how inherited traits/adaptations may help animals and plants survive to reproduce LS3.A
- Discover variation in the traits of plants, animals, and fungus in the forest (e.g. differences in leaves, teeth, seeds, feathers, etc.) LS3.B
- Find evidence of how changes in habitat can be beneficial or harmful to different species (e.g. wildfire, logging, drought) LS4.C
- Discuss the implications of human impact on the redwood forest ESS3.A; ESS3.C
- Examine the effects of logging and wildfire on the redwood forest ecosystem ESS3.A; ESS3.C
- Practice conservation techniques in daily routines and build one's sense of civic responsibility ESS3.C