

California State Content Standards for RecycleWorks Kids Website

	Content Standard	Where to find it on RecycleWorks.org
	Grade 5	
Reading	<p><i>Structural Features of Informational Materials</i></p> <p>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</p> <p>2.2 Analyze text that is organized in sequential or chronological order.</p>	<p>Redwood Map (www.recycleworks.org/kids/plants.html)</p> <p>Habitat Map (www.recycleworks.org/kids/animals.html)</p> <p>Water Cycle Map, Watershed Illustration and San Mateo County Watershed Map (www.recycleworks.org/kids/water.html)</p> <p>Recycling Process and Recycling Cycle Charts for Paper, Glass, Aluminum, Plastic (www.recycleworks.org/kids/recycling.html)</p> <p>What's In Our Garbage? (www.recycleworks.org/kids/trash.html)</p>
	<p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p>	<p>Throughout the website, each new topic is brought up and supported by facts and examples.</p>
Science	<p>Earth Sciences</p> <p>3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:</p> <p>a. <i>Students know</i> most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.</p> <p>b. <i>Students know</i> when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.</p> <p>c. <i>Students know</i> water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.</p> <p>d. <i>Students know</i> that 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.</p> <p>e. <i>Students know</i> the origin of the water used by their local communities.</p>	<p>These topics are covered in the water section (www.recycleworks.org/kids/water.html), which includes a water cycle map, an illustration of a watershed, including related vocabulary, and a map of the watersheds in San Mateo County. The section also discusses fresh water as a limited resource.</p>
	Grade 6	
Reading	<p><i>Structural Features of Informational Materials</i></p> <p>2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p>	<p>Students must understand the organizational structure of this website to navigate it and find the information they are looking for.</p>
	<p><i>Vocabulary and Concept Development</i></p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p>	<p>New vocabulary is introduced throughout the website requiring students to use context to discern the meaning.</p>
Science	<p>Shaping Earth's Surface</p> <p>2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:</p> <p>a. <i>Students know</i> water running downhill is the dominant process in shaping the landscape, including California's landscape.</p> <p>b. <i>Students know</i> rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.</p>	<p>The concepts of erosion and transportation and deposition of sediment are introduced in both the soil section (www.recycleworks.org/kids/soil.html) as well as the water section (www.recycleworks.org/kids/water.html).</p>
	<p>Resources</p> <p>6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:</p> <p>b. <i>Students know</i> 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.</p> <p>c. <i>Students know</i> the natural origin of the materials used to make common objects.</p>	<p>This website introduces students to several natural resources including plants, animals, decomposers, soil and water and gives local examples of these resources (http://www.recycleworks.org/kids/index.html).</p> <p>The recycling page shows the natural origin of several common materials (www.recycleworks.org/kids/recycling.html).</p>
	<p>Ecology (Life Science)</p> <p>e. <i>Students know</i> 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.</p>	<p>Throughout the website students can learn about the effect of certain resources such as water and soil composition on other resources such as plants and animals.</p>