

## Why Burris Park?

Students spend the day immersed in nature, indulging in their curiosity and connecting classroom instruction to real world situations to develop a greater understanding of their environment.

Each grade level has a unique, hands-on investigation that directly focuses on a performance expectation and disciplinary core idea using the 5E model of instruction. Science and Engineering Practices are developed in STEAM challenges where students work collaboratively to plan, develop, build, and test prototypes while working under material and time constraints. Mini-lessons in the 2 acre wildlife meadow directly address Crosscutting Concepts, giving students intentional practice to develop an understanding of the themes that are common to all scientific disciplines.

## Schedule Your Excursion

The park is open M-F from 8:30 – 3:00. Excursions are designed to be 4 hours long, but can be flexible to fit your schedule. After school program excursions are available upon request.

Admission is free. Mileage is reimbursed for Kings County schools and may be available for schools in other counties.

To schedule your trip, contact Laura Lutz at:  
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or call (559) 859-7019.

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### Borris Park

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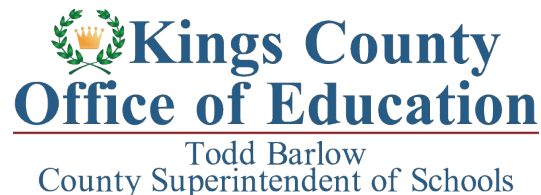
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Todd Barlow  
County Superintendent of Schools



## Borris Park Outdoor Education Program

local phenomena  
nature based education  
hands on NGSS aligned activities  
supports the CAST

### Kindergarten

What does an animal need to survive? Students will explore different animal teeth and look for patterns to help them determine if an animal is an herbivore, carnivore, or omnivore.

**Performance Expectation**  
K-LS1-1



### First

Do leaves look the same? Students construct an evidence based account that young plants are like, but not exactly like their parents by going on a leaf hunt.

**Performance Expectation**  
1-LS3-1



### Second

How does a habitat affect the population that lives there? Students will explore insect diversity in different habitats by collecting specimens and creating a field guide.

**Performance Expectation**  
2-LS4-1



### Third

How does the beak impact a bird's ability to survive certain environments? Students use tools that mimic beaks to construct arguments that some animals survive better than others in particular habitats.

**Performance Expectation**  
3-LS4-3



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## Our Vision

To build a healthy and harmonious relationship with the outdoors that develops a sense of curiosity and stewardship of natural spaces.

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### Fourth

How do different animals process sensory information? Students will use tools to mimic how animals may perceive information how that information is processed to support survival.

**Performance Expectation**  
4-LS1-2



### Fifth

How does matter move between plants and animals? Students dissect owl pellets to map the movement of matter among plants, animals, decomposers, and the environment.

**Performance Expectation**  
5-LS2-1



### Middle School

Why do some plants look like their parents? Students propagate plants to and create models to describe why sexual reproduction results in offspring with genetic variation.

**Performance Expectation**  
MS-LS3-2



### Unique Lessons

Want to extend what you're working on in the classroom to the park? We're happy to partner with teachers to create unique field excursions! Contact our teacher today!

**Laura Lutz**  
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