

# Iowa Common Core Standards for Science

*4-H Youth Development Curriculum and Kits from Iowa State University Extension and Outreach, Scott County*

Name	Target Grade	Number of Lessons	Iowa Core Content Anchor Standard in Science	Specific Standard(s)
Birds of Prey	K-5	6	Life Science Physical Science Earth & Space Sciences	<p><u>Kindergarten</u> Use observations to describe patterns of what plants and animals (including humans) need to survive. <b>(K-LS1-1)</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. <b>(K-ESS3-1)</b></p> <p><u>Grade One</u> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <b>(1-LS1-2)</b></p> <p><u>Grade Two</u> Make observations of plants and animals to compare the diversity of life in different habitats. <b>(2-LS4-1)</b></p> <p><u>Grade Three</u> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. <b>(3-LS1-1)</b> Use evidence to support the explanation that traits can be influenced by the environment. <b>(3-LS3-2)</b> Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. <b>(3-LS4-2)</b> Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. <b>(3-LS4-3)</b></p> <p><u>Grade Four</u> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. <b>(4-LS1-1)</b></p>

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Birds of Prey	K-5	6	Life Science Physical Science Earth & Space Sciences	<u>Grade Five</u> Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. <b>(5-PS3-1)</b> Support an argument that plants get the materials they need for growth chiefly from air and water. <b>(5-LS1-1)</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. <b>(5-LS2-1)</b> Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. <b>(5-ESS3-1)</b>