

# 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)
Growing in the Garden: Insects	K-5	6	Life Science Physical Science Earth & Space Sciences Engineering, Technology & Applications of Science	<p><u>Kindergarten</u>            Use observations to describe patterns of what plants and animals (including humans) need to survive. <b>(K-LS1-1)</b>            Make observations to determine the effect of sunlight on Earth's surface. <b>(K-PS3-1)</b>            Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. <b>(K-ESS2-2)</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>            Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. <b>(K-ESS3-3)</b></p> <p><u>Grade One</u>            Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. <b>(1-PS4-1)</b></p> <p><u>Grade Two</u>            Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. <b>(2-LS2-2)</b>            Make observations of plants and animals to compare the diversity of life in different habitats. <b>(2-LS4-1)</b>            Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. <b>(K-2-ETS1-2)</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>            Construct an argument that some animals form groups that help members survive. <b>(3-LS2-1)</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</p>

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Growing in the Garden: Insects	K-5	6	Life Science Physical Science Earth & Space Sciences Engineering, Technology & Applications of Science	<p>variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. <b>(3-LS4-2)</b></p> <p>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>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. <b>(3-LS4-4)</b></p> <p>Obtain and combine information to describe climates in different regions of the world. <b>(3-ESS2-2)</b></p> <p><u>Grade Four</u></p> <p>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> <p>Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. <b>(4-LS1-2)</b></p> <p><u>Grade Five</u></p> <p>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></p> <p>Support an argument that plants get the materials they need for growth chiefly from air and water. <b>(5-LS1-1)</b></p> <p>Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. <b>(5-LS2-1)</b></p> <p>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. <b>(5-ESS3-1)</b></p>