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)
Ph.D. Doctor of Sciences	K-5	6	Life Science Physical Science Earth & Space Sciences	Kindergarten Use observations to describe patterns of what plants and animals (including humans) need to survive. **(K-LS1-1)** Use and share observations of local weather conditions to describe patterns over time. **(K-ESS2-1)** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. **(K-ESS2-2)** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. **(K-ESS3-1)** Grade One Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. **(1-LS1-2)** Grade Two Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. **(2-PS1-1)** Make observations of plants and animals to compare the diversity of life in different habitats. **(2-LS4-1)** Use information from several sources to provide evidence that Earth events can occur quickly or slowly. **(2-ESS1-1)** Develop a model to represent the shapes and kinds of land and bodies of water in an area. **(2-ESS2-2)** Obtain information to identify where water is found on Earth and that it can be solid or liquid. **(2-ESS2-3)** Grade Three Use evidence to support the explanation that traits can be influenced by the environment. **(3-LS3-2)** Construct an argument that some animals form groups that help members survive. **(3-LS1-1)**

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Ph.D. Doctor of Sciences	K-5	6	Life Science Physical Science Earth & Space Sciences	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. **(3-LS4-1)** 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. **(3-LS4-3)** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. **(3-LS1-1)** <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. **(4-LS1-1)** 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. **(4-LS1-2)** Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. **(4-ESS1-1)** <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. **(5-PS3-1)** Make observations and measurements to identify materials based on their properties. **(5-PS1-3)** Conduct an investigation to determine whether the mixing of two or more substances results in new substances. **(5-PS1-4)**