

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)
Reptiles & Amphibians	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. (K-LS1-1) 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)</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. (1-PS4-1) Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. (1-LS3-1)</p> <p><u>Grade Two</u> Make observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1) Develop a model to represent the shapes and kinds of land and bodies of water in an area. (2-ESS2-2)</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. (3-LS1-1) 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. (3-LS4-2) Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1) Use evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2) 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</p>

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Reptiles & Amphibians	K-5	6	Life Science Physical Science Earth & Space Sciences	<p>change. (3-LS4-4)</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. (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)</p> <p><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) Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1) Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (5-ESS3-1)</p>