

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)
Sea Otter Biologist	2-5	5	Life Science Physical Science Earth & Space Sciences	<p><u>Grade Two</u></p> <p>Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (2-PS1-1)</p> <p>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. (2-PS1-2)</p> <p>Plan and conduct an investigation to determine if plants need sunlight and water to grow. (2-LS2-1)</p> <p>Make observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1)</p> <p>Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (2-ESS1-1)</p> <p>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></p> <p>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)</p> <p>Construct an argument that some animals form groups that help members survive. (3-LS2-1)</p> <p>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)</p> <p>Use evidence to support the explanation that traits can be influenced by the environment. (3-LS3-2)</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. (3-LS4-4)</p>

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Sea Otter Biologist	2-5	5	Life Science Physical Science Earth & Space Sciences	<p>Obtain and combine information to describe climates in different regions of the world. (3-ESS2-2)</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. (4-LS1-1)</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. (4-LS1-2)</p> <p>Analyze and interpret data from maps to describe patterns of Earth's features. (4-ESS2-2)</p> <p><u>Grade Five</u></p> <p>Support an argument that plants get the materials they need for growth chiefly from air and water. (5-LS1-1)</p> <p>Make observations and measurements to identify materials based on their properties. (5-PS1-3)</p> <p>Support an argument that the gravitational force exerted by Earth on objects is directed down. (5-PS2-1)</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. (5-PS3-1)</p> <p>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (5-ESS3-1)</p>