

## **Relevant 4<sup>th</sup> Grade NGSS Performance Expectations**

### **LS1 From Molecules to Organisms: Structures and Processes**

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin. \*\*Each structure has specific functions within its associated system.]

### **ESS3 Earth and Human Activity**

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]

## **Relevant 5<sup>th</sup> Grade NGSS Performance Expectations**

### **5-LS1 From Molecules to Organisms: Structures and Processes**

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]

### **5-LS2 Ecosystems: Interactions, Energy, and Dynamics**

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.]

### **5-ESS2 Earth's Systems**

5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]

### **5-ESS3 Earth and Human Activity**

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

### **5-PS3 Energy**

5-PS3-1. 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. [Clarification Statement: Examples of models could include diagrams, and flow charts.]