

# Hop, Slither, and Slide & Birds of a Feather

Correlated Standards by Grade

Last Updated: 2024

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**IMPORTANT:** Our classes have a base curriculum that can vary based on instructor, and some activities that match the standards below may not be taught. Please let us know if there is a standard below you would like us to focus on, and we will tailor our classes to make sure we address it!

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## Next Generation Science Standards (NGSS)

### **4th Grade**

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, processes information in their brain, and respond to the information in different ways.

### **5th Grade**

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

### **Middle School (6-8)**

MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

## Alabama Course of Study (ACOS)

### **4th Grade**

SC.4.8. Make a claim, using evidence, that the functions of both internal and external structure of plants and animals (including humans) support growth, survival, and behavior. *(CCC: Structures and Function)*

SC.4.9. Carry out investigations to support a claim that different animals receive information through their senses, process that information, and respond in various ways. *(CCC: Systems and System Models)*

### **5th Grade**

SC.5.14. Obtain and evaluate information to communicate how science-based solutions are being used to protect Earth's natural resources and its environment. *(CCC: Stability and Change)*

### **6th Grade**

SC.6.11a. Define problems and design solutions to monitor and mitigate human impact on the environment. *(CCC: Cause and Effect)*

### **7th Grade**

SC.7.6. Analyze and interpret data to predict how environmental conditions, genetic factors, and resource availability will impact the growth of individual organisms and populations of organisms in an ecosystem. *(CCC: Cause and Effect)*

SC.7.8 Construct an explanation that predicts patterns of interactions between and among organisms in different ecosystems. *(CCC: Cause and Effect)*

## Mississippi College- and Career-Readiness Standards

### 4th Grade

#### *Science*

L.4.2. Students will demonstrate an understanding of life cycles, including familiar plants and animals (e.g., reptiles, amphibians, or birds).

2.1. Compare and contrast life cycles of familiar plants and animals.