

Focus on Fungi

Correlated Standards by Grade

Last Updated: 2024

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!

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.

5th Grade

5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Middle School (6-8)

MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

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

MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Alabama Course of Study (ACOS)

4th Grade

Science

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)*

5th Grade

Science

SC.5.7. Support an argument from evidence that plants primarily use air and water to process matter needed for growth. *(CCC: Structure and Function)*

SC.5.9. Create and use a model to explain the transfer of matter and energy between the environment and organisms within it. *(CCC: Energy and Matter)*

7th Grade

Science

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

5th Grade

Science

L.5.3B. Students will demonstrate an understanding of a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web, including producers, primary and secondary consumers, and decomposers.

6th Grade

Science

L.6.3. Students will demonstrate an understanding of the relationships among survival, environmental changes, and diversity as they relate to the interactions of organisms, populations, and the environment.

3.3. Analyze cause and effect relationships to explore how changes in the physical environment (limiting factors, natural disasters) can lead to population changes within an ecosystem.

3.4. Investigate organism interactions in a competitive or mutually beneficial relationship (predation, competition, cooperation, or symbiotic relationships).

3.5. Develop and use food chains, webs, and pyramids to analyze how energy is transferred through an ecosystem from producers (autotrophs) to consumers (heterotrophs; including humans) to decomposers.

L.6.4. Students will demonstrate an understanding of classification tools and models such as dichotomous keys to classify representative organisms based on the characteristics of the kingdoms: Archaeobacteria, Eubacteria, Protists, Fungi, Plants, and Animals.

4.3. Analyze and interpret data from observations to describe how fungi obtain energy and respond to stimuli (e.g. bread mold, rotting plant material).