Hop, Slither, and Slide/Radical Raptors

Correlated Standards by Grade

NGSS=Next Generation Science Standards, ACOS=Alabama Course of Study, GPS=Georgia Performance Standards, GSE=Georgia Standards of Excellence, MSF=Mississippi Science Framework, TASS=Tennessee Academic Standards for Science

Grade 2

NGSS

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats..

ACOS

SC.2.7. Obtain information from literature and other media to illustrate that there are many different kinds of living things and that they exist in different places on land and in water.

MSF

TASS

2.LS2.2. Predict what happens to animals when the environment changes.

GSE

S2L1.A. Ask questions to determine the sequence of the life cycle of common animals in your area.

GPS

Grade 3

NGSS

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common, birth, growth, reproduction, and death.
3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

ACOS

SC.3.6. Create representations to explain the unique and diverse life cycles of organisms other than humans, including commonalities such as birth, growth, reproduction, and death.
SC.3.7. Examine data to provide evidence that plants and animals, excluding humans, have traits inherited from parents and that variations of these traits exist in groups of similar organisms,
SC.3.8. Engage in argument from evidence to justify that traits can be influenced by the environment.
3.LS.3. Describe the characteristics, structures, life cycles, and environments of organisms. A, Research and explain diverse life forms live in different environments and the structures that serve different functions in their survival.

MSF

3.LS.3. Describe the characteristics, structures, life cycles, and environments of organisms. A, Research and explain diverse life forms live in different environments and the structures that serve different functions in their survival.

TASS

3.LS1.1. Analyze the internal and external structures that aquatic land animals and plants have to support survival, growth, behavior, and reproduction.

GSE
S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions.
S3L2. Obtain, evaluate, and communicate information about the effects of pollution and humans on the environment.

GPS
S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.
S3L2. Students will recognize the effects of pollution and humans on the environment.

Grade 4

NGSS
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 if information through their senses, processes information in their brain, and respond to the information in different ways.

ACOS
SC.4.9. Examine evidence to support an argument that the internal and external structures of plants and animals function to support survival, growth, behavior, and reproduction.
SC.4.11. Investigate different ways animals receive information through the senses, process that information, and respond to it in different ways.

MSF
4.LS.3.C. Compare characteristics of organisms, including growth and development, reproduction, acquisition and use of energy, and response to environment.

TASS
4.LS2.1. Support an argument with evidence that plants get the materials they need for growth and reproduction chiefly through a process in which they use carbon dioxide from the air, water, and energy from the sun to produce sugars, plant materials, and waste (oxygen); and that this process is called photosynthesis.
4.LS2.3. Using information about the roles of organisms, evaluate how those roles in food chains are interconnected in a food web, and communicate how the organisms are continuously able to meet their needs in a stable food web.
4.LS2.5. Analyze and interpret data about changes in the environment and describe what mechanisms organisms can use to affect their ability to survive and reproduce.

GSE
S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.

GPS
S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem

Grade 5

NGSS

ACOS

MFS
5.ES.4.D. Describe changes caused by humans on the environment and natural resources and cite evidence from research of ways to conserve natural resources in the United States, including Mississippi.

TASS
5.LS1.1. Compare and contrast animal responses that are instinctual vs. those that are gathered through senses, processed, and stored as memories to guide their actions.
5.LS3.1. Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment.

GSE
S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.

GPS

Middle School

NGSS
MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

ACOS
SC.7.8. Construct an explanation to predict patterns of interactions in different ecosystems in terms of the relationships between and among organisms.
SC.6.16. Implement scientific principles to design processes for monitoring and minimizing human impact on the environment.

MFS
7.LS.3.A. Assess how an organism's chances for survival are influenced by adaptations to its environment.
8.LS.3.A.Analyze how adaptations to a particular environment can increase an increase an organism's survival and reproduction and relate organisms and their ecological niches to evolutionary change and extinction.

TASS
6.LS4.2. Design a possible solution for maintaining biodiversity of ecosystems while still providing necessary human resources without disrupting environmental equilibrium.

GSE
S7L1. Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically.
S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.

GPS

S7L4. Students will examine the dependence of organisms on one another and their environments.
S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically.

High School

NGSS

HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

ACOS

BIO.HS.14. Analyze and interpret data to evaluate adaptations resulting from natural and artificial selection that may cause changes in populations over time.
BIO.HS.15. Engage in argument from evidence to explain how the diversity of organisms is affected by overpopulation of species, variation due to genetic mutations, and competition for limited resources.
ES.HS.4. Engage in argument from evidence to evaluate how biological or physical changes within ecosystems affect the number and types of organisms, and that changing conditions may result in a new or altered ecosystem.
ES.HS.17. Obtain, evaluate, and communicate geological and biological information to determine the types of organisms that live in major biomes.

MSF

HS.BI.6.Apply the concept of evolution to the diversity of organisms.
HS.BII.4. Demonstrate an understanding of the factors that contribute to evolutionary theory and natural selection.

TASS

BIO1.LS4.1. Evaluate scientific data collected from analysis of molecular sequences, fossil records, biogeography, and embryology. Identify chronological patterns of change and communicate that biological evolution is supported by multiple lines of empirical evidence that identify similarities inherited from a common ancestor.
BIO1.LS2.5. Analyze examples of ecological succession, identifying and explaining the order of events responsible for the formation of a new ecosystem in response to extreme fluctuations in environmental conditions or catastrophic events.

GSE

SB5. Obtain, evaluate, and communicate information to assess the interdependence of all organisms on one another and their environment.

GPS

SB4. Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.