

Map: **Science-Grade 5** Grade Level: 5

District: **Island Trees**

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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p><b>MEASUREMENT</b></p> <p>Why is it important to know the metric system?</p> <p>Why does the scientific community use metric units of measurement, rather than standard units of measurement?</p> <p>How can we apply our knowledge of the metric system to our everyday lives?</p> <p>How does metric measurement compare to customary/standard measurement?</p> <p>How...</p>	<p><b>MEASUREMENT</b></p> <p><i>The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process</i></p> <p><i>The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems</i></p> <p>Metric measurement</p> <p>Distance</p> <p>Temperature</p> <p>Time</p> <p>Angles</p> <p>Volume</p> <p>Mass</p> <p>Proper use of the following scientific instruments:</p> <ul style="list-style-type: none"> <li>-Metric ruler</li> <li>-Meter stick</li> <li>-Thermometer</li> <li>-Stop watch</li> <li>-Protractor</li> <li>-Graduated cylinder</li> <li>-Triple beam balance</li> </ul>	<p><b>MEASUREMENT</b></p> <p><i>Apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts, and tables</i></p> <p><i>Use appropriate scientific tools to solve problems about the natural world</i></p> <p>Identify basic units of measurement in metric system</p> <p>Practice using metric ruler</p> <p>Estimate lengths and distances using metric scale</p> <p>Record measurements of various objects around the classroom</p> <p>Convert to different standards of metric measurement</p> <p>Recognize temperature readings on a thermometer</p> <p>Differentiate between Celsius and Fahrenheit degrees</p>		<p>MST4-K2-2A</p> <p>MST4-K3-3A</p> <p>MST4-K5-5B</p> <p>MST1-K4-2A</p> <p>MST1-K4-2B</p> <p>MST1-K4-2C</p> <p>MST1-K5-2A</p> <p>MST1-K5-2C</p> <p>MST1-K6-2A</p> <p>MST1-K6-2B</p> <p>MST1-K6-2C</p> <p>MST1-K6-2D</p> <p>MST1-K6-2A</p> <p>MST1-K6-2B</p> <p>MST1-K6-2C</p> <p>MST1-K6-2D</p> <p>MST1-K7-3C</p> <p>MST1-K7-3D</p>	

VOCABULARY	
Volume	Compute differences in body
Length	temperature, room
Width	temperature, boiling and freezing points
Depth	using the Celsius scale
Height	
Graduated Cylinder	
Displacement	Practice using stop watches to compute time
Millimeter	
Centimeter	
Meter	Recognize acute, obtuse and right angles
Kilometer	
Distance	Measure angles at various degrees
Temperature	
Celsius	Draw angles using a protractor
Fahrenheit	
Degrees	Understand volume and use the formula for computation:
Protractor	
Angle	<b><math>L \times W \times H = V</math></b>
Right Angle	
Obtuse Angle	Determine the volume of regular and irregular shapes
Acute Angle	
Perpendicular	Define mass
Vertex	
Mass	Identify the triple beam balance and demonstrate how to use the instrument
Volume	
Grams	
Cubic Centimeters	Measure an array of objects using the triple beam balance
	Find the mass of certain objects indirectly using the formula
	<b>Mass together - mass of the container = mass of object</b>
	Extract a predetermined amount of mass from a larger

			quantity	
Unit 2	<b>SOUND AND LIGHT</b>	<b>SOUND AND LIGHT</b>	<b>SOUND AND LIGHT</b>	MST1-K4-2A
	<b>Sound</b>	<b>Sound</b>	<b>Sound</b>	MST1-K4-2B
	Why is it important to understand the properties of sound in our daily lives?	<i>Energy exists in many forms, and when these forms change, energy is conserved</i>	<i>Observe and describe the properties of sound, light, magnetism, and electricity</i>	MST1-K4-2C
	How are sounds made?	<b>Sound</b>	<i>Different forms of electromagnetic energy have different wavelengths</i>	MST1-K5-2A
	How does frequency and amplitude affect sound waves?	<b>The way sound is made</b>		MST1-K5-2B
	How do different materials transmit sound waves?	Sound energy	<b>Sound</b>	MST4-K2-2A
	How does exposure to various sounds affect our hearing?	Vibrations		MST4-K3-3A
	<b>Light</b>	Wavelength	Identify sound energy	
	Why is it important to understand the properties of light in our daily lives?	Frequency (Pitch)	Discuss the different ways sounds are made	
	How does light differ from sound?	Amplitude (Loudness)	Explain how sounds and vibrations are related	
	How can materials affect the transmission of light?	<b>The way sound travels</b>	Identify wavelengths	
	How do our eyes enable us to see?	Sound waves		
	How do we see colors?	Speed of sound	Compare and contrast wavelengths for different sounds	
	How do colors differ?	<b>Effects of sound waves</b>		
	<a href="#">How can I teach compare and contrast on light waves using Light and Sound: Color and Sound All Around?</a>	Solid	Differentiate frequency and amplitude of sound waves and the effect they produce on sounds	
	<a href="#">How can I teach cause and effect on light and color using Light and Sound: Color and Sound All Around?</a>	Liquid		
	<a href="#">How can I teach summarizing on sound waves using Light and Sound: Color and Sound All Around Us?</a>	Gas		
	<a href="#">How can I teach compare and contrast on light using Light and Sound: A Range of Energy Waves?</a>	Types of matter		
		Reflection	Examine the materials through which sound waves pass and how they affect the sound	
		Absorption		
	<b>VOCABULARY</b>	State the differences between reflection and absorption of sound waves		
	Sound Energy			
	Wavelength			

<p>How can I teach cause and effect on visible and invisible waves using <a href="#">Light and Sound: A Range of Energy Waves?</a></p> <p>How can I teach summarizing on sound using <a href="#">Light and Sound: A Range of Energy Waves?</a></p>	Frequency	Calculate distance of a storm using thunder and lightning
	Amplitude	
	Pitch	
	Volume	<b>LIGHT</b>
	Decibel	
	Resonance	<b>Light passes through some materials, sometimes refracting in the process.</b>
	Reflection	
	Supersonic	
	Sonic Boom	
	Oscilloscope	
	Echo	<b>Materials absorb and reflect light, and may transmit light.</b>
	Vocal Cords	
	<b>Light</b>	
	Light energy	Identify light energy
	Sources of light	Name sources of light energy (Natural and Artificial)
	Properties of light (reflection, refraction, absorption)	Give examples of natural and artificial light sources
	Effects of lenses on light	Differentiate between transparent, translucent and opaque materials
	Transmission of light through various materials	Compare and contrast concave and convex mirrors and give examples of both
	<b>VOCABULARY</b>	Discuss the properties of reflection and absorption with light
	Transparent	
	Translucent	
	Opaque	Examine the bending of light as refraction
	Concave mirrors	
	Convex mirrors	
	Concave lens	Compare and contrast concave and convex lenses
	Convex lens	
	Reflection	
	Angle of incidence	Relate convex lens to the human eye and its affect on vision
	Angle of reflection	
	Absorption	Explain the

		<p>Refraction</p> <p>Nearsighted</p> <p>Farsighted</p> <p>Visible spectrum (ROYGBIV)</p>	<p>electromagnetic spectrum:</p> <p>radio waves, television waves, radar, microwaves, infrared waves, visible light waves, ultraviolet waves, x-rays, gamma rays</p> <p>Evaluate the differences in the wavelengths and their uses in our everyday lives</p> <p>Explain the visible light spectrum and how colors are created</p> <p>Demonstrate the angle of incidence and the angle of reflection</p>		
Unit 3	<p><b>The Circulatory System</b></p> <p>Why is it important to know the parts and functions of the circulatory system?</p> <p>How can we keep our hearts and blood vessels healthy?</p> <p>How does keeping our circulatory system healthy when we are young, affect us in later life?</p> <p><b>The Respiratory System</b></p> <p>Why is it important to know the parts and function of the respiratory system?</p> <p>How does the path of air into and out of our bodies relate to the exchange of gases in our environment?</p> <p>How can we increase our lung capacity?</p> <p>How does the respiratory system work with the circulatory system?</p>	<p><b>THE CIRCULATORY SYSTEM</b></p> <p><i>Living things are both similar to and different from each other and from other living things</i></p> <p><i>The circulatory system moves substances to and from cells, where they are needed or produced, responding to changing demands</i></p> <p>The heart</p> <p>Parts of the heart (atria, ventricles, valves)</p> <p>Blood</p> <p>Parts of the blood (red blood cells, white blood cells, plasma, platelets)</p>	<p><b>THE CIRCULATORY SYSTEM</b></p> <p><i>Explain the functioning of the major organ systems and their interactions</i></p> <p>Identify parts of the heart and their functions</p> <p>Analyze parts of the blood and their functions</p> <p>Trace the path of blood throughout the body</p> <p>Distinguish among veins, arteries and capillaries and state their functions</p> <p>Discuss various blood diseases</p>	<p>MST4-K6-6A</p> <p>MST4-K6-6B</p> <p>MST4-K9-9B</p> <p>MST4-K10-10B</p> <p>MST4-K10-10C</p> <p>MST4-K11-11A</p> <p>MST4-K12-12A</p> <p>MST4-K10-10C</p> <p>MST4-K11-11A</p> <p>MST4-K11-11B</p> <p>MST4-K12-12A</p>	

<p><b>Staying Healthy</b></p> <p>How can we keep our circulatory and respiratory systems healthy?</p> <p>Why is it important to keep our bodies healthy?</p> <p>How does smoking damage the human body?</p>	<p>Blood vessels (arteries, veins, capillaries)</p> <p>Path of blood throughout the body</p> <p><b>VOCABULARY</b></p> <p><b>Circulatory System</b></p> <p>Heart</p> <p>Atria</p> <p>Ventricles</p> <p>Valves</p> <p>Blood</p> <p>Red blood cells</p> <p>White blood cells</p> <p>Platelets</p> <p>Plasma</p> <p>Fibrinogen</p> <p>Hemoglobin</p> <p>Clot</p> <p>Oxygen</p> <p>Circulation</p> <p>Aorta</p> <p>Veins</p> <p>Arteries</p> <p>Capillaries</p> <p>Pulse</p> <p><b>The Respiratory System</b></p> <p><i>During respiration, cells use oxygen to release the energy stored in food. The respiratory system supplies oxygen and removes carbon dioxide (gas exchange)</i></p>	<p>and the need for blood transfusions</p> <p><b>The Respiratory System</b></p> <p>Explain respiration and state why it is important to survival</p> <p>Identify the parts of the respiratory system and their functions</p> <p>Trace the path of air as it enters and exits the lungs</p> <p>Distinguish between the exchange of oxygen and carbon dioxide in the capillaries in the lungs</p> <p>Examine the relationship between the respiratory and the circulatory systems</p> <p><b>Staying Healthy</b></p> <p><i>Describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth, and explain the need for a constant input of energy for living organisms</i></p> <p>Observe, infer and predict the spread of bacteria</p> <p>Identify the ways to improve health and fitness of the circulatory system</p> <p>Identify the ways to improve the health and fitness of the respiratory system</p>
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		<p>Exchange of gases (oxygen and carbon dioxide)</p> <p>Lung capacity</p> <p>The parts of the Respiratory System (lungs, diaphragm, trachea, bronchial tubes, air sacs)</p> <p><b>Vocabulary:</b></p> <p><b>Respiration</b></p> <p>Lung capacity</p> <p>Respiratory System</p> <p>Inhale</p> <p>Exhale</p> <p>Diaphragm</p> <p>Trachea</p> <p>Bronchial Tubes</p> <p>Lungs</p> <p>Air Sacs</p> <p>Nasal Cavity</p> <p>Larynx (voice box)</p> <p>Oxygen</p> <p>Carbon Dioxide</p> <p><b>Staying Healthy</b></p> <p><i>Organisms maintain a dynamic equilibrium that sustains life.</i></p> <p>Preventing bacteria from spreading</p>			
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		Diet and exercise				
		Germs in the environment				
		Effects of smoking				
		<b>VOCABULARY</b>				
		Emergency Medical Technician (EMT)				
		Cholesterol				
		Fats				
		Heart Attack				
		Stroke				
		Bacteria				
		Dust				
		Pollen				
		Allergy				
		Cilia				
		Mucus				
		Air pollution				
		Cigarettes				
		Nicotine				
		Carbon Monoxide				
		Tar				
		Addiction				
		Bronchitis				
		Emphysema				
		Lung Cancer				
		Additives				
		Preservatives				

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p><b>AIR AND WATER</b></p> <p>What affect does weather have on our daily lives?</p> <p>How can students identify the components of the atmosphere?</p> <p>How do the components of the atmosphere produce wind, air pressure and air masses?</p> <p>Why is it important to understand air pressure and the interactions of air masses?</p> <p><b>OCEAN WATER</b></p> <p>Why is the ocean an important part of the world?</p> <p>What makes up ocean water?</p> <p><b>OCEAN FEATURES</b></p> <p>How do ocean features compare with land features?</p> <p>How does the ocean provide resources to us?</p> <p><b>WHALES</b></p> <p>How are whales important to us?</p> <p>Why are whales important to us?</p> <p><a href="#">How can I teach students to read graphic sources on the properties of air using <i>Weather: Properties and Patterns?</i></a></p>	<p><b>AIR AND WATER</b></p> <p><i>Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land</i></p>	<p><b>AIR AND WATER</b></p> <p><i>Explain how the atmosphere (air), hydrosphere (water), and lithosphere (land) interact, evolve, and change</i></p>		<p>MST4-K6-6A</p> <p>MST4-K10-10C</p> <p>MST4-K11-11A</p> <p>MST4-K11-11B</p> <p>MST4-K12-12A</p> <p>MST4-K1-1A</p> <p>MST4-K2-2A</p>	
		<p>Weather</p> <p>Characteristics of air</p> <p>Water Cycle</p> <p>Layers of the atmosphere</p> <p>Global winds</p> <p>Local winds</p> <p>Air pressure</p> <p>Air masses</p> <p>Hurricanes</p> <p>Global warming</p> <p><b>VOCABULARY</b></p> <p>Humidity</p> <p>Evaporation</p> <p>Condensation</p> <p>Cloud formation</p> <p>Precipitation</p> <p>Runoff</p> <p>Ground Water</p> <p>Atmosphere</p> <p>Troposphere</p> <p>Stratosphere</p> <p>Mesosphere</p> <p>Thermosphere</p> <p>Outer Space</p> <p>Sea Breeze</p> <p>Land Breeze</p> <p>Air mass</p> <p>Cold front</p> <p>Warm front</p>	<p>Discuss different weather conditions and their causes</p> <p>State the characteristics of air</p> <p>Describe the components of the water cycle</p> <p>Explain the water cycle's affect on the atmosphere</p> <p>Analyze the steps in the water cycle</p> <p>Describe the layers of the atmosphere</p> <p>Compare and contrast the density of air particles in the layers of the atmosphere</p> <p>Evaluate the effects of products containing CFC's on the ozone layer</p> <p>Explain global wind patterns</p> <p>Differentiate between global and local winds</p> <p>Compare and Contrast sea and land breezes</p> <p>Describe air pressure</p> <p>Explain the</p>			

	Stationary front	interaction of air masses	
How can I teach making predictions on water vapor and the water cycle using <i>Weather: Properties and Patterns?</i>	CFC's (Chlorofluorocarbons)	Interpret the origin of air masses	
	Ozone layer		
	Meteorologist	Name the three different weather fronts and their places of origin	
How can I teach making inferences on long term weather patterns using <i>Weather: Properties and Patterns?</i>	<b>OCEAN WATER</b>		
	Composition of ocean water		
	Effects of water pressure	Explain the results of interaction between cold and warm fronts	
	Water movement		
How can I teach reading graphic sources on describing weather using <i>Weather: Changing Weather and Severe Storms?</i>	Factors that produce ocean waves and currents	Analyze the relationship between air pressure and weather	
	Parts of the hydrosphere	State the conditions and effects of hurricanes	
How can I teach making predictions on changes in weather using <i>Weather: Changing Weather and Severe Storms?</i>	<b>VOCABULARY</b>		
	Hydrosphere	Predict weather conditions based on changes in air pressure	
	Salt water		
	Fresh water		
	Salinity	<b>OCEAN WATER</b>	
How can I teach making inferences on severe storms using <i>Weather: Changing Weather and Severe Storms?</i>	Water pressure	Describe the hydrosphere	
	Waves		
	Tides	State the parts of the hydrosphere	
	Currents		
	Surface currents	Characterize the components of ocean water	
How can I teach making inferences on properties and zones using <i>Oceans: Waves and Currents?</i>	Deep ocean currents	Explain salinity and how it occurs in oceans	
	<b>OCEAN FEATURES</b>		
	Ocean floor features:		
How can I teach making predictions on waves shaping the shoreline using <i>Oceans: Waves and Currents?</i>	Continental shelf	Compare and contrast water movements- waves, tides, currents	
	Continental slope		
	Continental rise		
	Abyssal plain		
How can I teach summarizing on ocean currents using <i>Oceans: Waves and Currents?</i>	Midocean ridge	Describe three factors that control the size of waves	
	Rift valley		
	Seamount		
	Trench		
How can I teach making inferences on exploring the shoreline using <i>Oceans: Exploring and</i>	Thermal vents	Interpret the effect of rotation on tides	
	Ocean resources	Analyze the	

<p><i>Protecting?</i></p> <p>How can I teach making predictions on exploring the oceans using <i>Oceans: Exploring and Protecting?</i></p> <p>How can I teach summarizing on protecting the oceans using <i>Oceans: Waves and Currents?</i></p>	<p>Measurement of ocean floor</p> <p><b>VOCABULARY</b></p> <p>Sonar</p> <p>Ring of Fire</p> <p>Ecosystems</p> <p>Species</p> <p>Minerals</p> <p>Iron sulfide</p> <p>Oceanographer</p> <p>Nodules</p> <p>Oil</p> <p>Natural gas</p> <p>Sea organisms</p> <p>Seaweed</p> <p>Sponges</p> <p><b>WHALES</b></p> <p><i>Individual organisms and species change over time</i></p> <p><i>Human decisions and activities have had a profound impact on the physical and living environment</i></p> <p>Whales as mammals</p> <p><b>Types of whales:</b></p> <p>Toothed whales</p> <p>Baleen whales</p> <p>Behaviors</p> <p>Parts of whales</p> <p>Whale senses</p> <p>Eating habits</p> <p>Self defense</p> <p>Migration patterns</p>	<p>causes of two kinds of ocean currents- surface and deep water</p> <p>Predict results of water movements based on currents</p> <p>Evaluate weather information for types of water movement</p> <p><b>WHALES</b></p> <p><i>Describe sources of variation in organisms and their structures and relate the variations to survival</i></p> <p><i>Describe how living things, including humans, depend upon the living and nonliving environment for survival</i></p> <p><i>Describe the effects of environmental changes on humans and other populations</i></p> <p>Identify the characteristics of whales as mammals</p> <p>Compare and contrast whales to other sea mammals</p> <p>Compare and contrast whales to fish</p> <p>Identify parts of whales including vestigial hip</p>			
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	Reproduction	bones	
	Whales as endangered species	Explain migration and chart patterns	
	<b>VOCABULARY</b>		
	Mammal		
	Toothed whales	Label and describe whale behaviors	
	Baleen whales		
	Humpback whales		
	Scrimshaw	Describe echolocation and explain how it works	
	Blowhole		
	Blubber		
	Flukes	Listen to humpback whale "songs"	
	Flippers		
	Melon		
	Breaching	Compare and contrast toothed and baleen whales	
	Sounding		
	Spyhopping		
	Lobtailing		
	Migration	Discuss whale reproduction	
	Pod		
	Barnacle	Evaluate the effect of humans on the survival of whales as a species	
	Callosities		
	Warm-blooded		
	Spout		
	Echolocations		
	Stranding		
	Keratin		
	Plankton		
	Calves		
	Gestation period		
	Predator		
	Drift net		
		<b>FINAL EXAM PREPARATION</b>	
	<b>FINAL EXAM PREPARATION</b>	Review vocabulary and major concepts of air, water, weather, and whales	

Key to Standards used in this Map
<b>MST1-K4-2A</b> [2 occurrences] - MST Standard 1 - Key Idea 4 [Scientific Inquiry i] - Performance Indicator 2A - ask why' questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. [Elementary]
<b>MST1-K4-2B</b> [2 occurrences] - MST Standard 1 - Key Idea 4 [Scientific Inquiry i] - Performance Indicator 2B - question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings. [Elementary]
<b>MST1-K4-2C</b> [2 occurrences] - MST Standard 1 - Key Idea 4 [Scientific Inquiry i] - Performance Indicator 2C - develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. [Elementary]
<b>MST1-K5-2A</b> [2 occurrences] - MST Standard 1 - Key Idea 5 [Scientific Inquiry ii] - Performance Indicator 2A - develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate. [Elementary]
<b>MST1-K5-2B</b> [1 occurrence] - MST Standard 1 - Key Idea 5 [Scientific Inquiry ii] - Performance Indicator 2B - share their research plans with others and revise them based on their suggestions. [Elementary]
<b>MST1-K5-2C</b> [1 occurrence] - MST Standard 1 - Key Idea 5 [Scientific Inquiry ii] - Performance Indicator 2C - carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities (e.g., length, mass, volume, temperature, and time). [Elementary]
<b>MST1-K6-2A</b> [2 occurrences] - MST Standard 1 - Key Idea 6 [Scientific Inquiry iii] - Performance Indicator 2A - organize observations and measurements of objects and events through classification and the preparation of simple charts and tables. [Elementary]
<b>MST1-K6-2B</b> [2 occurrences] - MST Standard 1 - Key Idea 6 [Scientific Inquiry iii] - Performance Indicator 2B - interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships. [Elementary]
<b>MST1-K6-2C</b> [2 occurrences] - MST Standard 1 - Key Idea 6 [Scientific Inquiry iii] - Performance Indicator 2C - share their findings with others and actively seek their interpretations and ideas. [Elementary]
<b>MST1-K6-2D</b> [2 occurrences] - MST Standard 1 - Key Idea 6 [Scientific Inquiry iii] - Performance Indicator 2D - adjust their explanations and understandings of objects and events based on their findings and new ideas. [Elementary]
<b>MST1-K7-3C</b> [1 occurrence] - MST Standard 1 - Key Idea 7 [Engineering Design] - Performance Indicator 3C - generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices. [Elementary]
<b>MST1-K7-3D</b> [1 occurrence] - MST Standard 1 - Key Idea 7 [Engineering Design] - Performance Indicator 3D - plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools. [Elementary]
<b>MST4-K1-1A</b> [1 occurrence] - MST Standard 4 - Key Idea 1 [Physical Setting i] - Performance Indicator 1A - describe patterns of daily, monthly, and seasonal changes in their environment. [Elementary]
<b>MST4-K2-2A</b> [3 occurrences] - MST Standard 4 - Key Idea 2 [Physical Setting ii] - Performance Indicator 2A - describe the relationships among air, water, and land on Earth. [Elementary]
<b>MST4-K3-3A</b> [2 occurrences] - MST Standard 4 - Key Idea 3 [Physical Setting iii] - Performance Indicator 3A - observe and describe properties of materials using appropriate tools. [Elementary]
<b>MST4-K5-5B</b> [1 occurrence] - MST Standard 4 - Key Idea 5 [Physical Setting v] - Performance Indicator 5B - describe how forces can operate across distances. [Elementary]
<b>MST4-K6-6A</b> [2 occurrences] - MST Standard 4 - Key Idea 6 [The Living Environment i] - Performance Indicator 6A - describe the characteristics of and variations between living and nonliving things. [Elementary]
<b>MST4-K6-6B</b> [1 occurrence] - MST Standard 4 - Key Idea 6 [The Living Environment i] - Performance Indicator 6B - describe the life processes common to all living things. [Elementary]
<b>MST4-K9-9B</b> [1 occurrence] - MST Standard 4 - Key Idea 9 [The Living Environment iv] - Performance Indicator 9B - describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises. [Elementary]
<b>MST4-K10-10B</b> [1 occurrence] - MST Standard 4 - Key Idea 10 [The Living Environment v] - Performance Indicator 10B - describe some survival behaviors of common living specimens. [Elementary]
<b>MST4-K10-10C</b> [3 occurrences] - MST Standard 4 - Key Idea 10 [The Living Environment v] - Performance Indicator 10C - describe the factors that help promote good health and growth in humans. [Elementary]
<b>MST4-K11-11A</b> [3 occurrences] - MST Standard 4 - Key Idea 11 [The Living Environment vi] - Performance Indicator 11A - describe how plants and animals, including humans, depend upon each other and the nonliving environment. [Elementary]
<b>MST4-K11-11B</b> [2 occurrences] - MST Standard 4 - Key Idea 11 [The Living Environment vi] - Performance Indicator 11B - describe the relationship of the sun as an energy source for living and nonliving cycles. [Elementary]
<b>MST4-K12-12A</b> [3 occurrences] - MST Standard 4 - Key Idea 12 [The Living Environment vii] - Performance Indicator 12A - identify ways in which humans have changed their environment and the effects of those changes. [Elementary]