

inquisitive

GEORGIA STANDARDS OF EXCELLENCE & INQUISITIVE CROSSWALK

Georgia Standards of Excellence:
85% Inquisitive Alignment & Coverage



inquisitive

What does it mean to be Inquisitive?

Our mission is for teachers to enjoy teaching and for students to learn with purpose and depth. Inquisitive lessons inspire wonder, curiosity and engagement by introducing science and engineering through real world phenomena and relevant focus questions. That's what it means to be Inquisitive.

Open-and-Go Lessons

Inquisitive's open-and-go lessons clearly cover the three dimensions of the NGSS and Georgia Standards of Excellence so teachers can easily see the lesson objectives and be confident while teaching standards-aligned science. Inquisitive strives to reduce teachers' planning time. Simple, easy to use, and a beautiful experience on any device. With integrated and varied stimulus in each unit, Inquisitive is a comprehensive phenomena-based curriculum, made easy.

Phenomena-Based

Experiencing science through the lens of true observable phenomena offers all students a deep and meaningful learning experience. Each Inquisitive lesson centers around a phenomenon and includes a variety of learning tools to help students make the link from science to the real world.

Georgia Standards of Excellence Crosswalk

This document maps Inquisitive content to the Georgia Standards of Excellence. We have included the relevant NGSS Performance Expectations and Inquisitive lesson learning targets, for ease of use and reference to the content statements.

Georgia Standards of Excellence: 85% Inquisitive alignment & coverage

Kindergarten

The Science Georgia Standards of Excellence are designed to provide foundational knowledge and skills for all students to develop proficiency in science. These standards drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphasis of instruction. The standards are a required minimum set of expectations that show proficiency in science. However, instruction can extend beyond these minimum expectations to meet student needs. At the same time, these standards set a maximum expectation on what will be assessed by the Georgia Milestones Assessment System.

Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
K	Earth and Space Science	SKE1 Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky. • SKE1.a Ask questions to classify objects according to those seen in the day sky, the night sky, and both. • SKE1.b Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words.	<u>1-ESS1-1</u> Use observations of the sun, moon and stars to describe patterns that can be predicted. <u>1-ESS1-2</u> Make observations at different times of year to relate the amount of daylight to the time of year.	<i>The following Inquisitive lessons partially address the standards.</i> <u>1-ESS1-1</u> The Sun Is Out • Identify that when the sun appears in the sky, it is daylight. • Observe, describe, and predict the pattern of motion of the sun as it appears in the sky. <u>Bright Moon</u> • Identify that the moon appears brighter when it is nighttime. • Identify that the moon can appear at different times during the day and night. • Observe and describe that the moon's position in the sky appears to move. <u>Starry, Starry Night</u> • Understand that the appearance of stars in the sky can be observed and predicted. • Identify that stars (other than our own sun) are visible at night but not during the day. <u>1-ESS1-2</u> Daylight and Nighttime • Identify that there is more daylight in summer. • Identify that there is more nighttime in winter.
		SKE2 Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air).		<i>Inquisitive currently does not have content to address this standard.</i>

		• SKE2.a Ask questions to identify and describe earth materials—soil, rocks, water, and air. • SKE2.b Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture, color). • SKE2.c Use tools to observe and record physical attributes of soil such as texture and color.		
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Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
K	Physical Science	SKP1 Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes. • SKP1.a Ask questions to compare and sort objects made of different materials. (Common materials include clay, cloth, plastic, wood, paper, and metal.) • SKP1.b Use senses and science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, and texture). • SKP1.c Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float.	<u>2-PS1-1</u> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. <u>2-PS1-2</u> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	<i>The following Inquisitive lessons partially address the standards.</i> <u>2-PS1-1</u> What IS This Stuff? • Understand that matter is all of the substances we can see and feel. • Investigate the differences between solids and liquids. • Understand that solids keep their shape while liquids take the shape of their container. <u>Sorting Our Stuff</u> • Explain that matter has properties. • Classify matter by its properties. • Observe that the properties of matter can change when heated or cooled. <u>2-PS1-2</u> The Best Materials for the Job • Explain how different materials have properties that make them suited for different purposes.
		SKP2 Obtain, evaluate, and communicate information to compare and describe different types of motion. • SKP2.a Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. • SKP2.b Construct an argument as to the best way to move an object based on its physical attributes.	<u>K-PS2-1</u> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	<u>K-PS2-1</u> Push and Pull • Understand that pushes and pulls are used to start and stop the motion of objects. • Identify and classify pushes and pulls. <u>Speed It Up! Slow It Down!</u> • Demonstrate how pushes and pulls of different strengths can cause the speed of objects to change. <u>Which Way?</u>

				● Demonstrate how pushes and pulls can cause the direction of objects to change. ● Explain that when objects collide, objects will move in different directions.
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Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
K	Life Science	SKL1 Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped. ● SKL1.a Construct an explanation based on observations to recognize the differences between organisms and non-living objects. ● SKL1.b Develop a model to represent how a set of organisms and non-living objects are sorted into groups based on their attributes.	PK-LS1-1 Use observations to describe the difference between living and nonliving things and recognize that living things grow and change. PK-LS1-2 Observe patterns to identify what living things need to survive. <u>K-LS1-1</u> Use observations to describe patterns of what plants and animals (including humans) need to survive.	<i>The following Inquisitive lessons partially address the standards.</i> PK-LS1-1 <u>Living Things Grow</u> ● Identify a living thing. ● Describe a living thing as something that grows. <u>Living Things Change</u> Identify that living things (including humans) change as they grow. PK-LS1-2 <u>Animals Have Needs</u> ● Identify that animals need food, water, and shelter to grow. <u>Plants Have Needs</u> ● Identify that plants need sunlight and water to grow. <u>K-LS1-1</u> <u>Staying Alive</u> ● Identify living things and nonliving things. ● State that animals need food and water to survive. ● Describe the foods that different animals eat.
		SKL2 Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms. ● SKL2.a Construct an argument supported by evidence for how animals can be grouped according to their features. ● SKL2.b Construct an argument supported by evidence for how plants can be grouped according to their features. ● SKL2.c Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species.	<u>1-LS3-1</u> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	<u>1-LS3-1</u> <u>Are We Alike?</u> ● Explain that young animals are very much, but not exactly like, their parents. <u>Plants Have Parents Too</u> ● Determine that young plants are similar but different from the adult version of the same plant. <u>Same But Different</u> ● Explain that types of plants or animals are recognizable as similar but can also vary in many ways.



Grade 1

The Georgia Standards of Excellence for Grade 1 engage students in raising questions about the world around them and seeking answers by making observations. First graders use whole numbers to analyze scientific data. They identify how magnets pull on all things made of iron and either attract or repel other magnets. First graders create drawings that correctly depict something being described. The students are asked to plan and carry out simple investigations to understand patterns (shadows, sound, weather, and daily needs of plants and animals) observed in the world around them and make predictions based on these investigations. They follow safety rules.

Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
1	Earth and Space Science	S1E1 Obtain, evaluate, and communicate weather data to identify weather patterns. • S1E1.a Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type. • S1E1.b Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water). • S1E1.c Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically. • S1E1.d Analyze data to identify seasonal patterns of change.	K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather. K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface. K-PS3-2 Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth's surface.	<i>The following Inquisitive lessons partially address the standards.</i> K-ESS2-1 What is Weather? • Observe the current local weather. • Describe the weather as a combination of different conditions at a particular time. K-ESS2-1 Watching the Weather • Recognize the symbols used to depict weather. • Understand that the weather changes daily. • Record weather over time and look for patterns. K-ESS3-2 Weather Warning! • Ask questions about severe weather in their local area. • Describe how people plan and prepare for severe weather. K-PS3-1 Sunlight Warms the Earth • Describe the warming effect of the sun on Earth's surface. K-PS3-2 Shelter from the Sun • Explain negative effects from too much sunlight and heat. • Plan, design, and build a structure to provide shade and protection from the sun's light and heat.

Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		

1	Physical Science	S1P1 Obtain, evaluate, and communicate information to investigate light and sound. ● S1P1.a Use observations to construct an explanation of how light is required to make objects visible. ● S1P1.b Ask questions to identify and compare sources of light. ● S1P1.c Plan and carry out an investigation of shadows by placing objects at various points from a source of light. ● S1P1.d Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate. ● S1P1.e Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.	1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. 1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. 1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	1-PS4-1 Good Vibrations ● Identify what happens when materials vibrate. ● Investigate materials and their relationship with sound. ● Determine that vibrating materials make sound. Move to the Sound ● Identify what happens to materials when sound is played. ● Investigate sound and its relationship to materials. ● Determine that sound can make materials vibrate. 1-PS4-3 Mirror Mirror ● Identify how a beam of light can reflect off objects. ● Investigate what effects a beam of light has on objects made from different materials. ● Determine that some objects allow light to bounce off them and light their surrounding space. Beam of Light ● Identify that a beam of light shines in one direction. ● Investigate what effects a beam of light has on objects made from different materials. ● Determine that some objects allow all light to pass through, some allow a portion of the light to pass through, and some block light and create shadows. 1-PS4-4 Sound Signals ● Identify that devices allow us to communicate. ● Design and build a device that uses sound to communicate. ● Determine communication means to send and receive information Light Signals ● Identify what devices allow us to communicate using light. ● Design and build a device that uses light to communicate. ● Determine communication means to send and receive information using light.
		S1P2 Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects. ● S1P2.a Construct an explanation of how magnets are used in a everyday life.	3-PS2-3 Ask questions to determine cause and effect relationships of electrical or magnetic interactions between two	<i>The following Inquisitive lessons partially address the standards.</i> 3-PS2-3 It's Magnetic!

		● S1P2.b Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	objects not in contact with each other. <u>3-PS2-4</u> Define a simple design problem that can be solved by applying scientific ideas about magnets.	● Identify when a magnetic force is at work and what types of materials are magnetic. ● Describe the interaction between two magnetic objects in terms of a cause and effect relationship. <u>3-PS2-4</u> <u>What's the Problem?</u> ● Identify and define a problem that can be solved using magnets. ● Use their knowledge of magnets and magnetic force to design a solution to the problem.
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Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
1	Life Science	S1L1 Obtain, evaluate, and communicate information about the basic needs of plants and animals. ● S1L1.a Develop models to identify the parts of a plant—root, stem, a leaf, and flower. ● S1L1.b Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter). ● S1L1.c Design a solution to ensure that a plant or animal has all of its needs met.	<u>K-LS1-1</u> Use observations to describe patterns of what plants and animals (including humans) need to survive. <u>1-LS1-1</u> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	<u>K-LS1-1</u> <u>Staying Alive</u> ● Identify living things and nonliving things. ● State that animals need food and water to survive. ● Describe the foods that different animals eat. <u>What do Plants Need?</u> ● Identify the needs of plants to live and grow. <u>1-LS1-1</u> <u>How Useful!</u> ● Identify that animals use their body parts in different ways. ● Identify that animals use their body parts to survive and grow. <u>Plant Parts</u> ● Identify that plants have different external structures (parts). ● Identify that plants use these external structures to survive and grow.

Grade 2

These science standards engage students in raising questions and seeking answers about the world around them by making observations and exploring phenomena. At the appropriate times, students will ask, "How do you know?" and will attempt to answer the question. They will use whole numbers as well as basic fractions (such as one-half and one-fourth) to identify and analyze scientific data. Second graders will find sums and differences of single digit numbers and then justify the answer. They will give rough estimates to problems and estimate lengths, weights, and time intervals. They will explain to others how to solve numerical problems related to a science activity.

Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
2	Earth and Space Science	S2E1 Obtain, evaluate, and communicate information about stars having different sizes and brightness. ● S2E1.a Ask questions to describe the physical attributes (size and brightness) of stars. ● S2E1.b Construct an argument to support the claim that although the sun appears to be the brightest and largest star, it is actually medium in size and brightness.	<u>1-ESS1-1</u> Use observations of the sun, moon and stars to describe patterns that can be predicted. <u>5-ESS1-1</u> Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	<i>The following Inquisitive lessons partially address the standards.</i> <u>1-ESS1-1</u> Starry, Starry Night ● Understand that the appearance of stars in the sky can be observed and predicted. ● Identify that stars (other than our own sun) are visible at night but not during the day. <u>5-ESS1-1</u> Hello Sun! ● State that the sun is a star. ● Explain why the sun appears to be the biggest and brightest object in the sky.
		S2E2 Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun's effect on Earth. ● S2E2.a Plan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the day. ● S2E2.b Design and build a structure that demonstrates how shadows change throughout the day. ● S2E2.c Represent data in tables and/or graphs of the length of the day and night to recognize the change in seasons. ● S2E2.d Use data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern.	<u>5-ESS1-2</u> Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. <u>5-PS2-1</u> Support an argument that the gravitational force exerted by Earth on objects is directed down.	<i>The following Inquisitive lessons partially address the standards.</i> <u>5-ESS1-2</u> Day And Night - It's A Fine Line ● Use a model to explain why we experience day and night. ● Graph data of the numbers of daylight hours and use their graphs to describe patterns. <u>Star Patterns</u> ● Explain that the apparent movement and changing position of the stars across the night sky is due to the rotation of Earth. ● Explain that different stars are visible at different times of the year because Earth revolves around the sun. <u>5-PS2-1</u> Goin' Down!

				● Explain that objects near Earth’s surface fall downward because the force of gravity is pulling them toward the planet’s center. ● Carry out an investigation and record observations. ● Make a claim and use evidence and reasoning to support it. ● Evaluate the validity of a claim based on evidence presented.
		S2E3 Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment. ● S2E3.a Ask questions to obtain information about major changes to the environment in your community. ● S2E3.b Construct an explanation of the causes and effects of a change to the environment in your community.		<i>Inquisitive currently does not have content to address this standard.</i>

Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
2	Physical Science	S2P1 Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects. ● S2P1.a Ask questions to describe and classify different objects according to their physical properties. ● S2P1.b Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures. ● S2P1.c Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible.	<u>2-PS1-1</u> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties <u>2-PS1-4</u> Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	<u>2-PS1-1</u> What IS This Stuff? ● Understand that matter is all of the substances we can see and feel. ● Investigate the differences between solids and liquids. ● Understand that solids keep their shape while liquids take the shape of their container. Sorting Our Stuff ● Explain that matter has properties. ● Classify matter by its properties. ● Observe that the properties of matter can change when heated or cooled. <u>2-PS1-4</u> Changes from Heating and Cooling ● Explain that heating and cooling can change matter. ● Compare and contrast changes that can be undone and cannot be undone.
		S2P2 Obtain, evaluate, and communicate information to explain the effect of a force (a push or a pull) in the movement of an object (changes in speed and direction).	<u>3-PS2-1</u> Plan and conduct an investigation to provide	<i>The following Inquisitive lessons partially address the standards.</i> <u>3-PS2-1</u>

		● S2P2.a Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object. ● S2P2.b Design a device to change the speed or direction of an object. ● S2P2.c Record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull).	evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Which Way? ● Demonstrate how pushes and pulls can cause the direction of objects to change. ● Explain that when objects collide, objects will move in different directions. Move It! ● Identify a force as a push or a pull. ● Use arrows to represent the magnitude and direction of a force. 3-5-ETS1-1 Putting Forces to Work ● Identify and define a design problem that can be solved through the development of an object. ● Recognize that the success of a designed solution is determined by considering the desired features of a solution.
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Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
2	Life Science	S2L1 Obtain, evaluate, and communicate information about the life cycles of different living organisms. ● S2L1.a Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. ● S2L1.b Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. ● S2L1.c Construct an explanation of an animal's role in dispersing seeds or in the pollination of plants. ● S2L1.d Develop models to illustrate the unique and diverse life cycles of organisms other than humans.	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.	<i>The following Inquisitive lessons partially address the standards.</i> 3-LS1-1 Plant Life-From Seed to Seed ● Produce an informative model that shows the key stages in the life cycle of a plant. Animal Life Cycles ● Produce an informative model that shows the key stages in the life cycle of a chosen animal.

Grade 3

These standards engage students in making observations and using information they obtained to answer questions. Their communication skills allow them to record findings, analyze data, and recognize the importance of keeping records of observations without making alterations. Third graders add and subtract whole numbers mentally, on paper, and with a calculator. They observe, construct, and measure objects using ordinary hand tools. They observe things with many parts and describe the ways in which the parts influence or interact with one another. They represent objects in the real world with geometric figures, number sequences, graphs, diagrams, maps, and stories. The students will use this information to explain physical attributes of rocks and soils, understand how fossils provide evidence of organisms that lived long ago, describe ways in which heat energy is transferred and measured, identify features of plants and animals within the geographical regions of Georgia, and recognize the effects of pollution on the environment.

Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
3	Earth and Space Science	S3E1 Obtain, evaluate, and communicate information about the physical attributes of rocks and soils. ● S3E1. Ask questions and analyze data to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple a tests. ● S3E1.b Plan and carry out investigations to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam). ● S3E1.c Make observations of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time.	<u>2-ESS1-1</u> Use information from several sources to provide evidence that Earth events can occur quickly or slowly. <u>2-ESS2-1</u> Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. <u>4-ESS1-1</u> Identify evidence from patterns in rock formations and fossils in rocks to support an explanation for changes in a landscape over time. <u>4-ESS2-1</u> Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation.	<u>2-ESS1-1</u> <u>Earth Changes S-l-o-w-l-y</u> ● Understand that elements and features on Earth (dirt, sand, rocks, hills, mountains, rivers, lakes, and seas) change over time. ● Recognize that weathering and erosion are slow changes that transform Earth's surface over a long period of time. <u>Earth Changes Fast!</u> ● Understand that elements and features on Earth (soil, sand, rocks, hills, mountains, rivers, lakes, and seas) change over time. ● Recognize that volcanic eruptions, earthquakes, and floods are examples of changes that happen quickly, and transform Earth's surface suddenly. <u>2-ESS2-1</u> <u>The Power of Wind and Water</u> ● Understand that sudden and slow changes caused by wind and water can change the shape of the land. ● Examine and discuss solutions that engineers and scientists have designed to prevent this damage from happening. ● Compare solutions designed to slow or prevent wind or water from changing the shape of the land. <u>4-ESS1-1</u> <u>Has the Earth Changed?</u> ● Describe how Earth's surface changes over time.

				● Use rock layers and the fossils found in them as evidence of Earth's changes. 4-ESS2-1 Weathering ● Describe a process by which rocks become weathered. ● Use observations from an investigation as evidence for an explanation of how weathering occurs.
		S3E2 Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms. ● S3E2.a Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived. ● S3E2.b Develop a model to describe the sequence and conditions required for an organism to become fossilized.	3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation.	3-LS4-1 Fossil Stories ● Describe what a fossil is and name an example of one. ● Give a simple explanation of how fossils are formed. ● Give an example of the type of information we can obtain from a fossil. ● Explain how the locations of fossils can tell us about changes to the environment over time. 4-ESS2-1 Erosion ● Give an example of an erosion process and explain how it moves weathered rock. ● Use practical observations as evidence for an explanation of how the slope of the land can affect the rate of erosion.

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Grade Level	Domain	Standards of Learning		
3	Physical Science	S3P1 Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured. ● S3P1.a Ask questions to identify sources of heat energy. ● S3P1.b Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. ● S3P1.c Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials.	4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the	<i>The following Inquisitive lessons partially address the standards.</i> 4-PS3-2 Heat Moves ● Use their measurements and observations to explain how heat moves. ● Identify how heat moves from one object to another in familiar, real-life contexts. K-PS3-2 Shelter from the Sun ● Explain negative effects from too much sunlight and heat. ● Plan, design, and build a structure to provide shade and protection from the sun's light and heat.

			development of a new or improved object or tool.	K-2-ETS1-1 What is a House? ● Ask questions based on observations. ● Identify that houses are designed and built for a purpose to solve a problem. ● Understand that houses give us shelter.
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Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
3	Life Science	S3L1 Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia. ● S3L1.a Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions. ● S3L1.b Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. ● S3L1.c Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.		<i>Inquisitive currently does not have content to address this standard.</i>
		S3L2 Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment. ● S3L2.a Ask questions to collect information and create records of sources and effects of pollution on the plants and animals. ● S3L2.b Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.	4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	<i>The following Inquisitive lessons partially address the standards.</i> 4-ESS3-1 Energy Resources ● Explain the difference between a renewable and a nonrenewable energy resource. ● Describe the effects of a particular energy resource on the environment.

Grade 4

The Science Georgia Standards of Excellence: Grade 4 engages students in constructing meaningful models that allow them to gain understanding of the natural world. They speculate about observations they make. They add, subtract, multiply and divide whole numbers on paper, mentally, and with calculators. They list common materials for making simple mechanical constructions and for repairing things. Fourth graders gather and interpret data and use records, tables, or graphs to identify patterns of change. They write instructions and make sketches that allow others to carry out a scientific investigation. They determine whether or not a comparison is fair if conditions are different for each thing being compared. They question claims or statements made by people outside their field of expertise. The students will use these skills to compare and contrast the physical attributes of stars and planets, model the effects of the relative motion of the Earth and moon around the sun, use weather charts/maps to predict weather events, conduct investigations about the water cycle and understand their relationship with heat energy, communicate information about the nature of light and sound, study the effects of balanced and unbalanced forces on an object, and describe the flow of energy in an ecosystem and the roles organisms play in a community.

Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
4	Earth and Space Science	S4E1 Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets. • S4E1.a Ask questions to compare and contrast technological advances that have changed the amount and type of information on distant objects in the sky. • S4E1.b Construct an argument on why some stars (including the Earth's sun) appear to be larger or brighter than others. • S4E1.c Construct an explanation of the differences between stars and planets. • S4E1.d Evaluate strengths and limitations of models of our solar system in describing relative size, order, appearance and composition of planets and the sun.	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	<i>The following Inquisitive lessons partially address the standards.</i> 5-ESS1-2 Casting Shadows Great and Small • Understand that the shape and size of a shadow depends on the position and direction of the light source. • Generate measurement data, use the data to create a graph, and analyze the graph to describe a pattern. • Explain why their shadow changes over the course of a day. Star Patterns • Explain that the apparent movement and changing position of the stars across the night sky is due to the rotation of Earth. • Explain that different stars are visible at different times of the year because Earth revolves around the sun.
		S4E2 Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth. • S4E2.a Develop a model to support an explanation of why the length of day and night change throughout the year. • S4E2.b Develop a model based on observations to describe the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).	1-ESS1-1 Use observations of the sun, moon and stars to describe patterns that can be predicted. 1-ESS1-2 Make observations at different times of the year to relate the amount of daylight to the time of year.	<i>The following Inquisitive lessons partially address the standards.</i> 1-ESS1-1 Bright Moon • Identify that the moon appears brighter when it is nighttime. • Identify that the moon can appear at different times during the day and night.

		● S4E2.c Construct an explanation of how the Earth's orbit, with its consistent tilt, affects seasonal changes.	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	● Observe and describe that the moon's position in the sky appears to move. 1-ESS1-2 Daylight and Nighttime ● Identify that there is more daylight in summer. ● Identify that there is more nighttime in winter. 5-ESS1-2 Day And Night - It's A Fine Line ● Use a model to explain why we experience day and night. ● Graph data of the numbers of daylight hours and use their graphs to describe patterns.
		S4E3 Obtain, evaluate, and communicate information to demonstrate the water cycle. ● S4E3.a Plan and carry out investigations to observe the flow of energy in water as it changes states from solid (ice) to liquid (water) to gas (water vapor) and changes from gas to liquid to solid. ● S4E3.b Develop models to illustrate multiple pathways water may take during the water cycle (evaporation, condensation, and precipitation).	2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be a solid or liquid. 5-ESS2-2 Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	2-ESS2-3 Water, Water Everywhere! ● Identify where water is found on Earth. ● Understand that water can be found in liquid or solid (ice) form. 5-ESS2-2 Interacting Systems ● Describe how water evaporating and condensing in the atmosphere results in rainfall. ● Develop a model to explain how changes in one of Earth's systems (spheres) results in a change to one (or more) of the other systems. 5-ESS3-1 Water World ● Describe the relative amounts of salt water and freshwater found on Earth as well as the main sources of each. ● Represent the actual amounts of Earth's salt water and freshwater in a graphical way.
		S4E4 Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data. ● S4E4.a Construct an explanation of how weather instruments (thermometer, rain gauge, barometer, wind vane, and anemometer) are used in gathering weather data and making forecasts.	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-2	<i>The following Inquisitive lessons partially address the standards.</i> 3-ESS2-1 Weather Watching ● Describe some types of weather data and how they are collected. ● Represent weather data as a bar graph.

		● S4E4.b Interpret data from weather maps, including fronts (warm, cold, and stationary), temperature, pressure, and precipitation to make an informed prediction about tomorrow's weather. ● S4E4.c Ask questions and use observations of cloud types (cirrus, stratus, and cumulus) and data of weather conditions to predict weather events. ● S4E4.d Construct an explanation based on research to communicate the difference between weather and climate.	Obtain and combine information to describe climates in different regions of the world.	● Use weather data as evidence for decisions or explanations. Weather Patterns and Predictions ● Draw tables and graphs to analyze weather data. ● Use weather data to make a decision about when to hold an outdoor event. ● Use weather data from previous years to make a prediction about future weather. 3-ESS2-2 What's Your Climate? ● Differentiate between the terms "weather" and "climate." ● Describe some of the climates found around the world.
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Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
4	Physical Science	S4P1 Obtain, evaluate, and communicate information about the nature of light and how light interacts with objects. ● S4P1.a Plan and carry out investigations to observe and record how light interacts with various materials to classify them as opaque, transparent, or translucent. ● S4P1.b Plan and carry out investigations to describe the path light travels from a light source to a mirror and how it is reflected by the mirror using different angles. ● S4P1.c Plan and carry out an investigation utilizing everyday materials to explore examples of when light is refracted.	1-PS4-2 Make observations to construct an evidence-based account that objects can be seen only when illuminated. 1-PS4-3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	1-PS4-2 Turn on the Light! ● Identify that light can cause objects to be seen. ● Investigate what happens to the appearance of objects when they are illuminated. ● Determine that some objects give off their own light, and some objects can be seen if there is a light source available. 1-PS4-3 Beam of Light ● Identify that a beam of light shines in one direction. ● Investigate what effects a beam of light has on objects made from different materials. ● Determine that some objects allow all light to pass through, some allow a portion of the light to pass through, and some block light and create shadows. Mirror, Mirror ● Identify how a beam of light can reflect off objects. ● Investigate what effects a beam of light has on objects made from different materials. ● Determine that some objects allow light to bounce off them and light their surrounding space.

		S4P2 Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate. ● S4P2.a Plan and carry out an investigation utilizing everyday objects to produce sound and predict the effects of changing the strength or speed of vibrations. ● S4P2.b Design and construct a device to communicate across a distance using light and/or sound.	<u>1-PS4-4</u> Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. <u>4-PS3-2</u> Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. <u>4-PS4-3</u> Generate and compare multiple solutions that use patterns to transfer information.	<u>1-PS4-4</u> <u>Light Signals</u> ● Identify what devices allow us to communicate using light. ● Design and build a device that uses light to communicate. ● Determine communication means to send and receive information using light. <u>4-PS3-2</u> <u>Switch the Light On!</u> ● Describe how light energy travels from one place to another. ● Describe how to build a circuit that changes electrical energy into light energy. <u>4-PS4-3</u> <u>Sending Information</u> ● Use a code to send and receive messages. ● Compare the effectiveness of different methods for sending and receiving encoded messages. ● Appreciate how today's technology is far more effective and efficient at sending and receiving information than what was used a hundred years ago. <u>Get the Message</u> ● Send and receive simple messages using a visual form of binary code. ● Understand that binary code is used by modern communication technologies to send and receive information.
		S4P3 Obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces. ● S4P3.a Plan and carry out an investigation on the effects of balanced and unbalanced forces on an object and communicate the results. ● S4P3.b Construct an argument to support the claim that gravitational force affects the motion of an object. ● S4P3.c Ask questions to identify and explain the uses of simple machines (lever, pulley, wedge, inclined plane, wheel and axle, and screw) and how forces are changed when simple machines are used to complete tasks.	<u>3-PS2-1</u> Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. <u>3-PS2-2</u> Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	<i>The following Inquisitive lessons partially address the standards.</i> <u>3-PS2-1</u> <u>Move It!</u> ● Identify a force as a push or a pull. ● Use arrows to represent the magnitude and direction of a force. <u>Falling With Style!</u> ● Describe the forces of gravity and air resistance. ● Use arrows to accurately represent gravity and air resistance in a specific situation.

				● Explain how the shape of an object affects the amount of air resistance it experiences. Balancing Forces ● Identify when the forces on an object are balanced or unbalanced. ● Explain how balanced and unbalanced forces affect an object's motion. ● Use arrows to represent balanced and unbalanced forces. Forceful Friction ● Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. ● Describe and represent how friction affects the motion of an object. ● Use force concepts, including friction, to explain experimental observations. 3-PS2-2 Patterns in Motion ● Identify patterns in motion and use these patterns to predict future motion. ● Make observations and measurements to produce data that serves as the basis for evidence for an explanation of an observed phenomenon.
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Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		

4	Life Science	S4L1 Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem. ● S4L1.a Develop a model to describe the roles of producers, consumers, and decomposers in a community. ● S4L1.b Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers. ● S4L1.c Design a scenario to demonstrate the effect of a change on an ecosystem. ● S4L1.d Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or over-abundant.	<u>5-PS3-1</u> Use models to describe that energy in animals' food was once energy from the sun. <u>5-LS2-1</u> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	<i>The following Inquisitive lessons partially address the standards.</i> <u>5-PS3-1</u> Energy for Living Things ● State reasons as to why animals need to eat food. ● Create an accurate model of a food chain. ● Identify that energy in animals' food was once energy from the sun. <u>5-LS2-1</u> A Web of Life ● Describe, with examples, how individual food chains connect to form food webs. ● Understand that food webs show the movement of matter through an ecosystem. A Damaged Web ● Describe, with examples, how removing a species from a food web damages an ecosystem. ● Describe, with examples, the effect on an ecosystem of introducing a new species.
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Grade 5

These standards engage students in investigations of scientific concepts. Students are active learners and use hands-on activities to discover and explain phenomena. They understand that science is a process for gaining knowledge about the natural world and are able to conduct experiments and report their findings in the form of written reports, charts, and various other presentations including multi-media projects. Their scientific explanations emphasize evidence and begin to use scientific principles, models, and theories.

Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		
5	Earth and Space Science	S5E1 Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes. ● S5E1.a Construct an argument supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms). ● S5E1.b Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes. ● S5E1.c Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.	<u>2-ESS1-1</u> Use information from several sources to provide evidence that Earth events can occur quickly or slowly. <u>4-ESS3-1</u> Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. <u>4-ESS3-2</u> Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	The following Inquisitive lessons partially address the standards. <u>2-ESS1-1</u> Earth Changes Fast! ● Understand that elements and features on Earth (soil, sand, rocks, hills, mountains, rivers, lakes, and seas) change over time. ● Recognize that volcanic eruptions, earthquakes, and floods are examples of changes that happen quickly, and transform Earth's surface suddenly. <u>4-ESS2-2</u> Mapping Patterns ● Describe the positions of Earth's mountain ranges on the continents and the position of the ocean trenches. ● Describe the locations of 2-essvolcanoes and earthquake activity and note that they are similar. <u>4-ESS3-2</u> Living With Earth's Hazards ● Describe some natural hazards that cause problems for humans. ● Design and evaluate a potential solution to reduce harm caused by a natural hazard.

Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		

5	Physical Science	S5P1 Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change. • S5P1.a Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials. • S5P1.b Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently. • S5P1.c Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).	<u>5-PS1-1</u> Develop a model to describe that matter is made of particles too small to be seen. <u>5-PS1-2</u> Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. <u>5-PS1-3</u> Make observations and measurements to identify materials based on their properties. <u>5-PS1-4</u> Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	<u>5-PS1-1</u> <u>Too Small to Be Seen</u> • State that all matter is made of particles too small to see. • Describe differences among the particles in solids, liquids, and gases. • Use the movement of particles to explain observations of matter. <u>5-PS1-2</u> <u>Weighing Matter</u> • Understand that the weight of matter is always conserved, even when that matter undergoes change. • Use their own observations and measurements as evidence to support a claim. <u>5-PS1-3</u> <u>Material Properties</u> • Accurately describe the properties of common materials. • Use the results of testing for particular properties to identify a material. <u>5-PS1-4</u> <u>Mixing Matter</u> • Use experimental observations to determine whether mixing substances has produced a new substance. • Identify variables that are changed or kept the same so that an experiment can be a fair test.
		S5P2 Obtain, evaluate, and communicate information to investigate electricity. • S5P2.a Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity. • S5P2.b Design a complete, simple electric circuit, and explain all necessary components. • S5P2.c Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity.	<u>4-PS3-2</u> Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. <u>4-PS3-4</u> Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. <u>4-ESS3-1</u> Obtain and combine information to describe that energy and fuels are derived	<i>The following Inquisitive lessons partially address the standards.</i> <u>4-PS3-2</u> <u>Switch the Light On!</u> • Describe how light energy travels from one place to another. • Describe how to build a circuit that changes electrical energy into light energy. <u>4-PS3-4</u> <u>Converting Energy</u> • Explain, with an example, how energy can be converted from one form into another. • Describe the criteria and constraints associated with the design of a solution to a problem.

			from natural resources and their uses affect the environment.	● Use the engineering process in collaboration with others to design, build, test, and refine a solution to a problem. 4-ESS3-1 Energy Resources ● Explain the difference between a renewable and a nonrenewable energy resource. ● Describe the effects of a particular energy resource on the environment.
		S5P3 Obtain, evaluate, and communicate information about magnetism and its relationship to electricity. ● S5P3.a Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet. ● S5P3.b Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object.	3-PS2-3 Ask questions to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other. 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.	<i>The following Inquisitive lessons partially address the standards.</i> 3-PS2-3 Hair Raising! ● Identify electrostatic force as a non-contact force. ● Describe the interaction between two charged objects in terms of a cause and effect relationship. It's Magnetic! ● Identify when a magnetic force is at work and what types of materials are magnetic. ● Describe the interaction between two magnetic objects in terms of a cause and effect relationship. 3-PS2-4 What's the Problem? ● Identify and define a problem that can be solved using magnets. ● Use their knowledge of magnets and magnetic force to design a solution to the problem.

Georgia Standards of Excellence			NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Standards of Learning		

5	Life Science	S5L1 Obtain, evaluate, and communicate information to group organisms using scientific classification procedures. ● S5L1.a Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources. ● S5L1.b Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.	<u>3-LS1-1</u> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	<i>The following Inquisitive lessons partially address the standards.</i> <u>3-LS1-1</u> Plant Life-From Seed to Seed ● Produce an informative model that shows the key stages in the life cycle of a plant. Animal Life Cycles ● Produce an informative model that shows the key stages in the life cycle of a chosen animal.
		S5L2 Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired. ● S5L2.a Ask questions to compare and contrast instincts and learned behaviors. ● S5L2.b Ask questions to compare and contrast inherited and acquired physical traits.	<u>3-LS3-1</u> Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. <u>3-LS3-2</u> Use evidence to support the explanation that traits can be influenced by the environment.	<u>3-LS3-1</u> Variation of Traits ● Analyze and interpret data to provide evidence of the shared traits and variations in traits that occur in a species. Inherited Traits ● Identify and use evidence to support the idea that offspring inherit traits from their parents. ● Identify and use evidence to support the idea that siblings with the same parents will have variations in their traits. <u>3-LS3-2</u> Can the Environment Affect Traits? ● Identify and use evidence to support the idea that the environment of a living thing can affect both its physical and behavioral traits.
		S5L3 Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells. ● S5L3.a Gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification. ● S5L3.b Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus). ● S5L3.c Construct an explanation that differentiates between the structure of plant and animal cells.		<i>Inquisitive currently does not have content to address this standard.</i>
		S5L4 Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms. ● S5L4.a Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.	<u>5-LS1-1</u> Support an argument that plants get the materials	<i>The following Inquisitive lessons partially address the standards.</i> <u>5-LS1-1</u>

		● S5L4.b Construct an argument using scientific evidence to support a claim that some microorganisms are harmful.	they need for growth chiefly from air and water. <u>5-LS2-1</u> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	<u>Plant Matters</u> ● State the materials needed for a plant to grow. ● Use experimental data or observations as evidence to support their statement about the materials needed for a plant to grow. <u>5-LS2-1</u> <u>Nature's Recyclers</u> ● Explain observations of rotting plant and animal matter as the actions of decomposers. ● Describe the important role decomposers play in recycling matter.
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