



inquisitive

Idaho Essential Standards for Science Crosswalk

100% Inquisitive Alignment & Coverage



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.

Inquisitive Idaho Crosswalk

This document maps Inquisitive 100% Content Coverage to the NGSS for Idaho. We have included the relevant NGSS Performance Expectations and Inquisitive lesson learning targets, for ease of use and reference to the content statements.

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Idaho's Learning Standards				NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Idaho Essential Standard	Idaho Supporting Standards and Content		
K	Physical Science	K-PS-1.1 With guidance and support, 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.	Pushes and pulls can have different strengths and directions. (K-PS-1.1, K-PS-1.2)	<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> <u>Push and Pull</u> ● 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.
			Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS-1.1, K-PS-1.2)		
		K-PS-1.2 With guidance and support, analyze data to determine if a design solution works as intended to change the motion of an object with a push or a pull.	When objects touch or collide, they push on one another and can change motion. (K-PS-1.1)	<u>K-PS2-2</u> Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.	<u>K-PS2-2</u> <u>Does It Work?</u> ● Understand that there are several ways to solve a problem. ● Analyze data from a design solution and draw a conclusion. ● Explain how changing the force acting on an object changes the speed of its motion.
			A bigger push or pull makes things speed up or slow down more quickly. (K-PS-1.1)		
		K-PS-1.2 With guidance and support, analyze data to determine if a design solution works as intended to change the motion of an object with a push or a pull.	A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (K-PS-1.2)	<u>K-PS2-2</u> Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.	<u>K-PS2-2</u> <u>Does It Work?</u> ● Understand that there are several ways to solve a problem. ● Analyze data from a design solution and draw a conclusion. ● Explain how changing the force acting on an object changes the speed of its motion.
		K-PS-2.2 Design and build a structure that will reduce the warming	Sunlight warms Earth's surface. (K-PS-2.1, K-PS2.2) <i>Supporting Standard: K-PS-2.1 Students who demonstrate understanding can:</i>	<u>K-PS3-1</u> Make observations to determine the effect of sunlight on Earth's surface.	<u>K-PS3-1</u> <u>Sunlight Warms Earth</u> ● Describe the warming effect of the sun on Earth's surface.

		effect of the Sun's energy on a material.	<i>Make observations to determine the effect of the Sun's energy on the Earth's surface.</i>	<u>K-PS3-2</u> Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	<u>K-PS3-2</u> <u>Shelter from the Sun</u> ● 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.
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Idaho's Learning Standards				NGSS Code (s)	Inquisitive Lessons (Learning Targets)
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K	Life Science	K-LS-1.1 Use observations to describe how plants and animals are alike and different in terms of how they live and grow	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS-1.1)	<u>K-LS1-1</u> Use observations to describe patterns of what plants and animals (including humans) need to survive.	<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.

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K	Earth & Space Science	K-ESS-1.1 Use and share observations of local weather conditions to describe variations in patterns throughout the year	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region, at a particular time. People measure these conditions to describe and record patterns over time. (K-ESS-1.1) The four seasons occur in a specific order due to their weather patterns. (K-ESS-1.1)	<u>K-ESS2-1</u> Use and share observations of local weather conditions to describe patterns over time.	<u>K-ESS2-1</u> <u>What is Weather?</u> ● Observe the current local weather. ● Describe the weather as a combination of different conditions at a particular time. <u>Watching the Weather</u> ● Recognize the symbols used to depict weather. ● Understand that the weather changes daily. ● Record weather over time and look for patterns.
		K-ESS-2.1 Use a model to represent the relationship between the needs of different plants and animals and the places they live.	Living things need water, air, and resources from the land. They live in places that have the things they need. (K-ESS-2.1)	<u>K-ESS3-1</u> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	<u>K-ESS3-1</u> <u>This Is Home</u> ● Describe the relationships among living things, the resources they need to survive, and where those things live. ● Use a model to describe how the needs of living things are met by the places in which they live and the resources found in those places.
		K-ESS-2.2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Some kinds of weather are more likely than others in a given region. Weather scientists forecast the weather so that local communities can prepare for and respond to these events. (K-ESS-2.2) Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-ESS-2.2)	<u>K-ESS3-2</u> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather.	<u>K-ESS3-2</u> <u>Weather Warning!</u> ● Ask questions about severe weather in their local area. ● Describe how people plan and prepare for severe weather.

		K-ESS-2.3 Communicate ideas that would enable humans to interact in a beneficial way with the land, water, air, and/or other living things in the local environment.	Things that people do can affect the world around them. People can reduce their effects on the land, water, air, and other living things. (K-ESS-2.3) Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-ESS-2.3) <i>Supporting Standard: K-ESS-1.2 With guidance and support, use evidence to construct an explanation of how plants and animals interact with their environment to meet their needs.</i>	<u>K-ESS3-3</u> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	<u>K-ESS3-3</u> <u>Helping Earth</u> ● Describe how people affect the land, water, air, and other living things in the local environment in positive and negative ways. ● Communicate solutions that will reduce the impact of humans on the land, water, air, and other living things in the local community
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1	Physical Science	1-PS-1.1 With guidance and support, plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Sound can make matter vibrate, and vibrating matter can make sound. (1-PS-1.1)	<u>1-PS4-1</u> Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	<u>1-PS4-1</u> <u>Good Vibrations</u> ● Identify what happens when materials vibrate. ● Investigate materials and their relationship with sound. ● Determine that vibrating materials make sound. <u>Move to the Sound</u> ● Identify what happens to materials when sound is played. ● Investigate sound and its relationship to materials. ● Determine that sound can make materials vibrate.
		1-PS-1.3 With guidance and support, plan and conduct investigations to determine the effect of placing materials in the path of a beam of light.	Some materials allow light to pass through them, others allow only some light through, and others block all the light, creating a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (1-PS-1.3)	<u>1-PS4-3</u> Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	<u>1-PS4-3</u> <u>Beam of Light</u> ● 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. <u>Mirror, Mirror</u> ● 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.

		1-PS-1.4 Design and build a device that uses light or sound to communicate over a distance.	People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS-1.4) <i>Supporting Standard: 1-PS-1.2 With guidance and support, make observations to construct an evidence-based explanation that objects in darkness can be seen only when illuminated.</i>	<u>1-PS4-4</u> Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	<u>1-PS4-4</u> <u>Sounds Signals</u> ● 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. <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.
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1	Life Science	1-LS-1.1 Design and build 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.	All organisms have external parts. Different animals use their body parts in different ways to see; hear; grasp objects; protect themselves; move from place to place; and seek, find, and take in food, water, and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS-1.1) Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS-1.1)	<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>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. <u>Scaredy-Cat!</u> ● Identify that animals have body parts that capture and convey different kinds of information needed for growth and survival. ● Identify that animals respond to these stimuli with behaviors that help them survive. ● Identify that plants also respond to some external stimuli. <u>Mimic Nature</u> ● Identify that plants and animals use their body parts to survive and grow. ● Use materials to design a solution to a human problem that mimics how plants or animals use their external parts. ● Recognize that the shape and stability of structures of natural and designed objects are related to their function.
		1-LS-1.2 Obtain information to identify patterns of behavior in parents and offspring that help offspring survive.	Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS-1.2)	<u>1-LS1-2</u> Read texts and use media to determine patterns in the behavior of parents and offspring that help offspring survive.	<u>1-LS1-2</u> <u>Offspring</u> ● Identify behaviors of parents and offspring that help the offspring survive. ● Read grade-appropriate texts and use media to obtain scientific information. ● Determine patterns in the natural world.

		1-LS-1.3 Make observations to construct an evidence-based explanation that offspring are similar to, but not identical to, their parents.	Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS-2.1)		<i>Inquisitive does not currently have content for this standard.</i>
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1	Life Science	1-LS-2.1 Make observations to construct an evidence-based explanation that offspring are similar to, but not identical to, their parents	Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS-2.1) Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS-2.1) <i>Supporting Standard: 1-LS-1.2 Students who demonstrate understanding can: Obtain information to identify patterns of behavior in parents and offspring that help offspring survive.</i> <i>Supporting Standard: 1-LS-1.3 Students who demonstrate understanding can: Use classification supported by evidence to differentiate between living and non-living items.</i>	<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.

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1	Earth & Space Science	1-ESS-1.1 Use observations of the Sun, Moon, and stars to describe patterns that can be predicted.	Patterns of the motion of the Sun, Moon, and stars in the sky can be observed, described, and predicted. (1-ESS-1.1)	<u>1-ESS1-1</u> Use observations of the sun, moon and stars to describe patterns that can be predicted.	<u>1-ESS1-1</u> <u>The Sun Is Out</u> ● 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.
		1-ESS-1.2 Make observations at different times of year to relate the amount of daylight to the time of year.	Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1.2) Seasons are created by weather patterns for a particular region and time. Local patterns create four distinct seasons. (1-ESS-1.2)	<u>1-ESS1-2</u> Make observations at different times of the year to relate the amount of daylight to the time of year.	<u>1-ESS1-2</u> <u>Daylight and Nighttime</u> ● Identify that there is more daylight in summer. ● Identify that there is more nighttime in winter.

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2	Physical Science	2-PS-1.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties	Different kinds of matter exist and many of them can be solid, liquid, or gas, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1.1)	<u>2-PS1-1</u> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	<u>2-PS1-1</u> <u>What IS This Stuff?</u> • 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.
		2-PS-1.4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS-1.4) <i>Supporting Standard: 2-PS-1.2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</i> <i>Supporting Standard: 2-PS-1.3 Make observations to construct an evidence-based argument that objects, when disassembled, may be used to create new objects using the same set of components.</i>	<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-PS1-4</u> <u>Changes from Heating and Cooling</u> • Explain that heating and cooling can change matter. • Compare and contrast changes that can be undone and cannot be undone.

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2	Life Science	2-LS-1.1 Plan and conduct an investigation to determine the impact of light and water on the growth of plants.	Plants depend on water and light to grow. (2-LS-1.1)	<u>2-LS2-1</u> Plan and conduct an investigation to determine if plants need sunlight and water to grow.	<u>2-LS2-1</u> <u>Growing Plants</u> ● Plan and conduct an investigation. ● Collect and interpret data about plant growth. ● Understand that plants need water and sunlight to grow.
		2-LS-1.2 Develop a model that demonstrates how plants depend on animals for pollination or the dispersal of seeds.	Some plants can depend on animals, wind, and water for pollination or to move their seeds around. (2-LS-1.2) Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (2-LS-1.2)	<u>2-LS2-2</u> Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	<u>2-LS2-2</u> <u>Animal Helpers</u> ● Understand that animals help to spread seeds from plants. ● Develop a simple model to demonstrate how animals help spread seeds. <u>Unbelievable Bees!</u> ● Understand that animals help spread pollen from one plant to another. ● Use a simple model to demonstrate how bees help spread pollen.
		2-LS-2.1 Make observations of plants and animals to compare the diversity of life in different habitats.	There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS-2.1)	<u>2-LS4-1</u> Make observations of plants and animals to compare the diversity of life in different habitats.	<u>2-LS4-1</u> <u>Whose Habitat Is This?</u> ● Identify and describe different habitats. ● Describe living things in a certain habitat. ● Compare the different plants and animals that live in a certain habitat.

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2	Earth & Space Science	2-ESS-2.1* Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Wind and water can change the shape of the land. (2-ESS-2.1) Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (2-ESS-2.1)	<u>2-ESS2-1</u> Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	<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.
		2-ESS-2.2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.	Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS-2.2) <i>Supporting Standard: 2-ESS-1.1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</i> <i>Supporting Standard: 2-ESS-2.3 Students who demonstrate understanding can: Obtain information to identify where water is found on Earth and that it can be solid or liquid.</i>	<u>2-ESS2-2</u> Develop a model to represent the shapes and kinds of land and bodies of water in an area.	<u>2-ESS2-2</u> <u>Map It!</u> • Develop a model that identifies natural landforms and bodies of water. • Understand that maps can be used to represent many types of areas.

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3	Physical Science	3-PS-1.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Each force acts on one particular object with both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative, additions of forces are used at this level.) (3-PS-1.1) Objects in contact exert forces on each other (3- PS-1.1)	<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-PS2-1</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. <u>Balancing Forces</u> ● 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. <u>Forceful Friction</u> ● 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-PS-1.2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be	Force applied to an object can alter the position and motion of that object: revolve, rotate, float, sink, fall, and at rest. (3-PS-1.2) The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not	<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 produce future motion.	<u>3-PS2-2</u> <u>Patterns in Motion</u> ● 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.

		used to predict future motion.	introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS-1.2)		
		3-PS-1.3 Ask questions to determine cause and effect relationships of static electricity or magnetic interactions between two objects not in contact with each other.	Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart. For forces between two magnets, the size of the force also depends on their orientation relative to each other. (3-PS-1.3, 3-PS-1.4) <i>Supporting Standard: 3-PS-1.4 Define a problem that can be solved by applying scientific ideas about magnets.</i>	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-PS2-3 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 Define a simple design problem that can be solved by applying scientific ideas about magnets.	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.

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3	Life Science	3-LS-1.1 Develop models to demonstrate that living things, although they have unique and diverse life cycles, all have birth, growth, reproduction, and death in common.	Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS-1.1)	<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.	<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.
		3-LS-3.1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms.	Many characteristics of organisms are inherited from their parents. (3-LS-3.1) Different organisms vary in how they look and function because they have different inherited information. (3-LS-3.1)	<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-LS3-1</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.
		3-LS-3.2 Use evidence to support the explanation that traits can be influenced by the environment.	Many characteristics involve both inheritance and environment. Characteristics result from individuals' interactions with the environment, which can range from diet to learning. (3-LS3.2) The environment affects the traits that an organism develops. (3-LS-3.2)	<u>3-LS3-2</u> Use evidence to support the explanation that traits can be influenced by the environment.	<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.

		3-LS-3.3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS3.3) <i>Supporting Standards: 3-LS-2.1 Construct an argument that some animals form groups that help members survive.</i>	<u>3-LS4-3</u> Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	<u>3-LS4-3</u> <u>Happy in My Habitat</u> ● Describe what a habitat is and give some examples of different habitats. ● Describe the features an animal has that enable it to survive in its habitat. ● Explain why an animal could not live in a different habitat
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Idaho's Learning Standards				NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Idaho Essential Standard	Idaho Supporting Standards and Content		
3	Earth & Space Science	3-ESS-1.1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS-1.1)	<u>3-ESS2-1</u> Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	<u>3-ESS2-1</u> Weather Watching - Describe some types of weather data and how they are collected. - Represent weather data as a bar graph. - 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-ESS-1.2 Obtain and combine information to describe climates in different regions of the world.	Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS-1.2)	<u>3-ESS2-2</u> Obtain and combine information to describe climates in different regions of the world.	<u>3-ESS2-2</u> What's Your Climate? - Differentiate between the terms "weather" and "climate." - Describe some of the climates found around the world.
		3-ESS-2.1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS-2.1)	<u>3-ESS3-1</u> Make a claim about the merit of a design solution that reduces the impact of a weather-related hazard.	<u>3-ESS3-1</u> Weatherproof! - Give some examples of extreme weather and the problems they cause. - Make a claim about the effectiveness of a solution for a particular weather hazard and use evidence to support the claim.

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Grade Level	Domain	Idaho Essential Standard	Idaho Supporting Standards and Content		
4	Physical Science	4-PS-1.2 Make observations to provide evidence that energy can be transferred by heat, sound, light, and electric currents.	The faster a given object is moving, the more energy it possesses. (4-PS-1.1)	<u>4-PS3-2</u> Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents.	<u>4-PS3-2</u> <u>Sound Moves</u> ● Explain how sound is produced. ● State that sound travels from one place to another, and cite practical observations as evidence. <u>Heat Moves</u> ● Use their measurements and observations to explain how heat moves. ● Identify how heat moves from one object to another in familiar, real-life contexts. <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.
		4-PS-1.3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Energy can be moved from place to place by moving objects or through heat, sound, light, or electric currents. (4-PS-1.2, 4-PS-1.3) Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (4-PS-1.2, 4-PS-1.3) When objects collide, the contact forces transfer energy so as to change the objects' motions. (4-PS-1.3)	<u>4-PS3-1</u> Use evidence to construct an explanation relating the speed of an object to the energy of that object.	<u>4-PS3-1</u> <u>Fast Energy</u> ● State that objects that are moving faster have more energy. ● Use practical examples or observations as evidence to support their statement.
				<u>4-PS3-3</u> Ask questions and predict outcomes about the changes in energy that occur when objects collide.	<u>4-PS3-3</u> <u>When Objects Collide</u> ● Identify and give examples of instances of how motion energy is transferred through collisions. ● Explain that some of the motion energy in a collision is transformed into sound and heat.

		4-PS-1.4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Energy can be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced by transforming the energy of motion into electrical energy. (4-PS-1.2, 4-PS-1.4) The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use. (4-PS-1.4) Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (4-PS-1.4)	<u>4-PS3-1</u> Use evidence to construct an explanation relating the speed of an object to the energy of that object.	<u>4-PS3-1</u> <u>Fast Energy</u> ● State that objects that are moving faster have more energy. ● Use practical examples or observations as evidence to support their statement.
				<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-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. ● Use the engineering process in collaboration with others to design, build, test, and refine a solution to a problem.
		4-PS-2.1 Develop a model of a simple mechanical wave to describe patterns of amplitude and wavelength and that waves can cause objects to move.	Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (4- PS-2.1) Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS-2.1)	<u>4-PS4-1</u> Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	<u>4-PS4-1</u> <u>Catch the Wave</u> ● Describe wave patterns found in nature. ● Describe differences in wave patterns in terms of their wavelength and amplitude. <u>Modeling Waves</u> ● Use a physical model to observe and analyze the natural phenomenon of wave motion. ● Develop a model to explain that waves can cause objects to move.

		4-PS-2.2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	An object can be seen when light reflected from its surface enters the eyes. (4-PS-2.2) <i>Supporting Standard: 4-PS-1.1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.</i>	<u>4-PS4-2</u> Develop a model to describe that light reflecting from objects and entering the eyes allows objects to be seen.	<u>4-PS4-2</u> <u>Eye, Eye!</u> ● State that light travels in straight lines called rays. ● Explain that we see objects when light rays reflect off them and into our eyes. ● Describe how mirrors change the path of light and help us to see things we cannot look at directly.
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Idaho's Learning Standards				NGSS Code (s)	Inquisitive Lessons (Learning Targets)
Grade Level	Domain	Idaho Essential Standard	Idaho Supporting Standards and Content		
4	Life Science	4-LS-1.2 Use a model to describe how animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS-1.2) <i>Supporting Standards: 4-LS-1.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</i>	4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	4-LS1-2 Sensing Information - Describe the senses as the ways in which an animal's brain receives information about the environment. - Use a model to identify each stage in the sequence of events, that begins with a change in an animal's environment, and ends with the brain directing the body to respond.
				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-LS1-1 Plantific! - Identify important external structures of a plant and describe their function. - Identify an important internal structure of a plant and describe its function. - Understand that plant structures work together as a connected system. Survivors - Identify different external structures of a variety of animals. - Explain how an external structure helps an animal to survive. The Inside Story! - Identify the position and the function of the heart, lungs, and brain in their body. - Explain how these structures, along with the nerves, work together to aid growth and survival. - Give examples of animals that have internal structures similar to and different from those in humans.

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Grade Level	Domain	Idaho Essential Standard	Idaho Supporting Standards and Content		
4	Earth & Space Science	4-ESS-1.1 Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.	Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS-1.1) There are three classifications of rocks produced within the rock cycle: sedimentary, metamorphic, and igneous. (4-ESS-1.1)	4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rocks to support an explanation for changes in a landscape over time.	4-ESS1-1 Has the Earth Changed? Describe how Earth's surface changes over time. Use rock layers and the fossils found in them as evidence of Earth's changes.
		4-ESS-2.1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS-2.1) Living things affect the physical characteristics of their regions. Examples could include a beaver constructing a dam to create a pond or tree roots breaking a rock. (4-ESS2.1)	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.	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. 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.
		4-ESS-2.2 Analyze and interpret data from maps to describe patterns of Earth's features.	The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features in different areas of Earth. (4-ESS2.2)	4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.	4-ESS2-2 Mapping Patterns Describe the positions of Earth's mountain ranges on the continents and the position of the ocean trenches.

		4-ESS-3.1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Energy and fuels that are modified from natural sources affect the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS-3.1)	<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-ESS3-1</u> Energy Resources ● Explain the difference between a renewable and a nonrenewable energy resource. ● Describe the effects of a particular energy resource on the environment.
		4-ESS-3.2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	A variety of hazards result from natural processes (e.g., earthquakes, floods, tsunamis, volcanic eruptions). Hazards cannot be eliminated, but their impacts can be reduced. (4-ESS3.2) Testing a solution involves investigating how well it performs under a range of likely conditions. (4-ESS-3.2)	<u>4-ESS3-2</u> Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	<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.

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Grade Level	Domain	Idaho Essential Standard	Idaho Supporting Standards and Content		
5	Physical Science	5-PS-1.1 Develop a model to describe that matter is made of particles too small to be seen.	Matter of any type can be subdivided into particles that are too small to see, but even then, the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (5-PS-1.1)	<u>5-PS1-1</u> Develop a model to describe that matter is made of particles too small to be seen.	<u>5-PS1-1</u> Too Small to Be Seen ● 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.
		5-PS-1.2 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.	The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS-1.2) No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1.2)	<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-PS1-2</u> Weighing Matter ● 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.
		5-PS-1.4 Conduct an Investigation to determine whether the mixing of two or more substances results in new substances.	When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS-1.4)	<u>5-PS1-4</u> Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	<u>5-PS1-4</u> Mixing Matter ● 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.

		5-PS-2.1 Support an argument that Earth's gravitational force exerted on objects is directed downward.	The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS-2.1)	<u>5-PS2-1</u> Support an argument that the gravitational force exerted by Earth on objects is directed down.	<u>5-PS2-1</u> <u>Goin' Down!</u> ● 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.
		5-PS-3.1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun.	The energy released from food was once energy from the Sun. The energy was captured by plants in the chemical process that forms plant matter (from air and water). (5-PS-3.1, 5-LS1.1) Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (5-PS-3.1) <i>Supporting Standard: 5-PS-1.3 Make observations and measurements to identify materials based on their properties.</i>	<u>5-PS3-1</u> Use models to describe that energy in animals' food was once energy from the sun.	<u>5-PS3-1</u> <u>Energy for Living Things</u> ● 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-LS1-1</u> Support an argument that plants get the materials they need for growth chiefly from air and water.	<u>5-LS1-1</u> <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.

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Grade Level	Domain	Idaho Essential Standard	Idaho Supporting Standards and Content		
5	Life Science	5-LS-1.1 Support an argument that plants get what they need for growth chiefly from air, water, and energy from the Sun.	Plants acquire their material for growth chiefly from air and water. (5-LS-1.1) The energy released from food was once energy from the Sun that was captured by plants in the chemical process that forms plant matter (from air and water). (5-LS1.1, 5-PS-3.1)	<u>5-LS1-1</u> Support an argument that plants get the materials they need for growth chiefly from air and water.	<u>5-LS1-1</u> <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-PS3-1</u> Use models to describe that energy in animals' food was once energy from the sun.	<u>5-PS3-1</u> <u>Energy for Living Things</u> ● 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.
		5-LS-2.1 Analyze and interpret data from fossils to provide evidence of the types of organisms and the environments that existed long ago and compare those to living organisms and their environments.	Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (5- LS-2.1) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (5-LS-2.1)	<u>3-LS4-1</u> Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	<i>Inquisitive covers this content statement in Grade 3. Please find the relevant lesson below.</i> <u>3-LS4-1</u> <u>Fossil Stories</u> ● 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.
		5-LS-2.2 Construct an argument with evidence for how the variations in characteristics among individuals of	Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing (5-LS-2.2) Populations of animals are classified by their characteristics. (5-LS-2.2)	<u>3-LS4-2</u> Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	<i>Inquisitive covers this content statement in Grade 3. Please find the relevant lesson below.</i> <u>3-LS4-2</u> <u>What's My Advantage</u> ● Use evidence to construct an explanation for why a variation in a trait gives certain individuals in a species a survival advantage.

		the same species may provide advantages in surviving, finding mates, and reproducing.			
		5-LS-2.3 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals living there may change.	When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (5-LS-2.3) Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (5-LS-2.3)	<u>3-LS4-4</u> Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	<i>Inquisitive covers this content statement in Grade 3. Please find the relevant lesson below.</i> <u>3-LS4-4</u> <u>What Happens When Environments Change?</u> ● Describe some of the ways that environments can change. ● Describe how changes to an environment can affect the organisms that live there. ● Evaluate the effectiveness of a solution designed to solve a problem caused by changes to an environment.
		5-LS-2.4 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants and animals) and therefore operate as “decomposers.” Decomposition eventually restores(recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS-2.4) Matter cycles between the air and soil, and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases and water, from the	<u>5-LS2-1</u> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	<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. <u>A Web of Life</u> ● Describe, with examples, how individual food chains connect to form food webs. ● Understand that food webs show the movement of matter through an ecosystem. <u>A Damaged Web</u> ● 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.

			environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS-2.4)		
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Grade Level	Domain	Idaho Essential Standard	Idaho Supporting Standards and Content		
5	Earth & Space Science	5-ESS-1.1 Support an argument that differences in the apparent brightness of the Sun compared to other stars is due to their relative distances from the Earth.	The Sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS-1.1)	<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.	<u>5-ESS1-1</u> <u>Hello Sun!</u> ● State that the sun is a star. ● Explain why the sun appears to be the biggest and brightest object in the sky.
		5-ESS-1.2 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.	The orbits of Earth around the Sun and of the Moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the Sun, Moon, and stars at different times of the day, month, and year. (5-ESS1.2)	<u>5-ESS1-2</u> 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.	<u>5-ESS1-2</u> <u>Day And Night - It's A Fine Line</u> ● 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>Casting Shadows Great and Small</u> ● 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. <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.

		5-ESS-2.1: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	Earth's major systems are the geosphere (solid and molten rock, soil, and sediments); the hydrosphere (water and ice); the atmosphere (air); and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS-2.1)	<u>5-ESS2-1</u> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	<u>5-ESS2-1</u> <u>Earth's Spheres</u> ● Describe each of the four systems that combine to make up Earth. ● Give examples of things that form part of each system.
		5-ESS-2.2 Describe and Graph the relative amounts of fresh and salt water in various reservoirs, to interpret and analyze the distribution of water on Earth.	Nearly all of Earth's available water is in the ocean. Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2.2)	<u>5-ESS2-2</u> Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	<u>5-ESS2-2</u> <u>Interacting Systems</u> ● 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-ESS-3.1 Obtain and communicate information about ways communities protect Earth's resources and environments using scientific ideas.	Human activities in agriculture, industry, and everyday life have effects on the land, vegetation, streams, ocean, air, and even outer space. Individuals and communities can often mitigate these effects through innovation and technology. (5-ESS-3.1)	<u>5-ESS3-1</u> Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	<u>5-ESS3-1</u> <u>Water World</u> ● 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. <u>Science to the Rescue!</u> ● Describe the harmful effects on the environment of certain human activities. ● Give an example of a science-based action that has repaired or protected the environment.