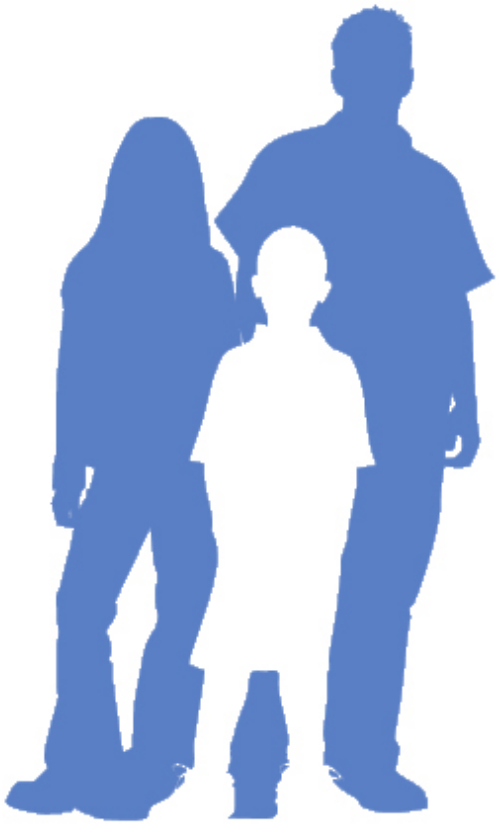
PITSCO EDUCATION CURRICULUM



STANDARDS CORRELATION REPORT

Friday, May 30, 2014

STANDARDS FROM

South Dakota | Extended Content and Alternate Academic AchievementStandards | Science (2006)

Grade 1,Grade 5

SUMMARY

This report was prepared using the following information:

STANDARD SETS	TITLE SET

Standards Body: South Dakota
Document: Extended Content and Alternate Academic AchievementStandards
Subject: Science
Version: 2006
Grades: Grade 1
Grade 5

Please Note

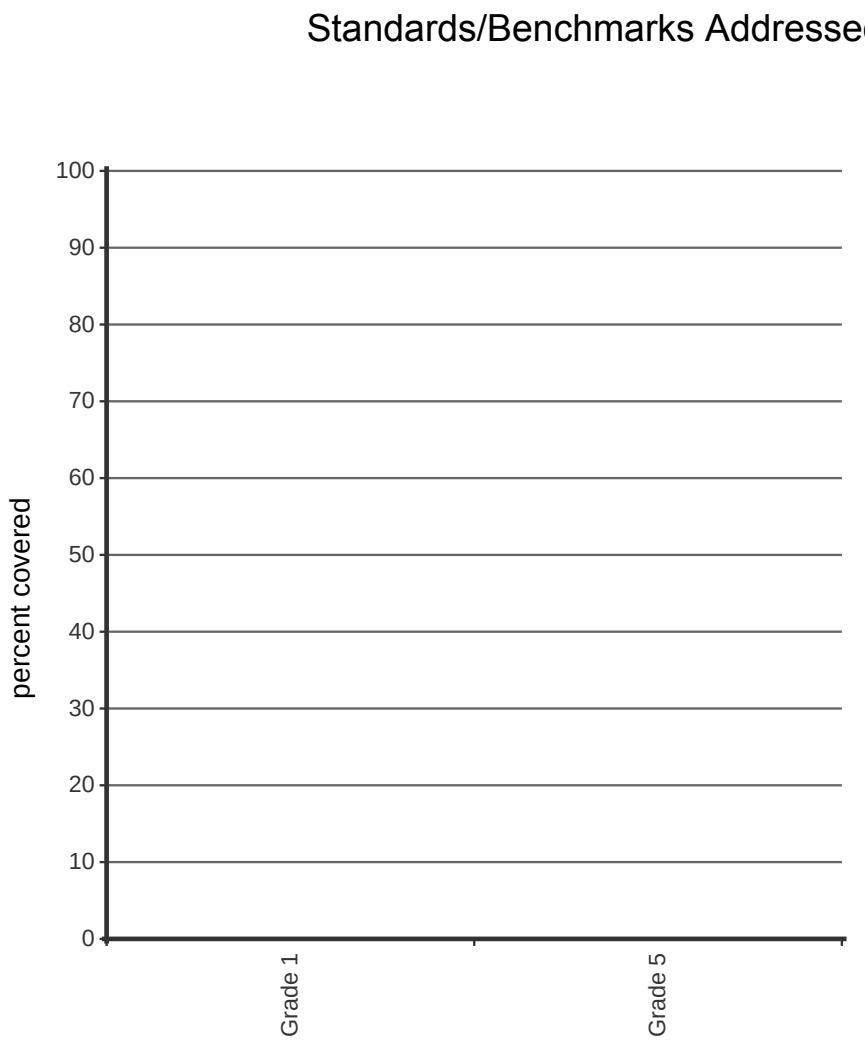
In this report, two categories of curriculum statements are listed: standards and benchmarks. Standards should be read as the parents, with benchmarks being the children. Only the lowest level of statement is considered a benchmark (child). For example, if there are three levels of statements, the top two levels are listed as standards, with the third level being the benchmark. Depending on the specific report being viewed, the accounting of the standards and benchmarks will vary.

STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpet:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Grade 1 standards covered :0 of 129 (0%)
- Grade 5 standards covered :0 of 244 (0%)

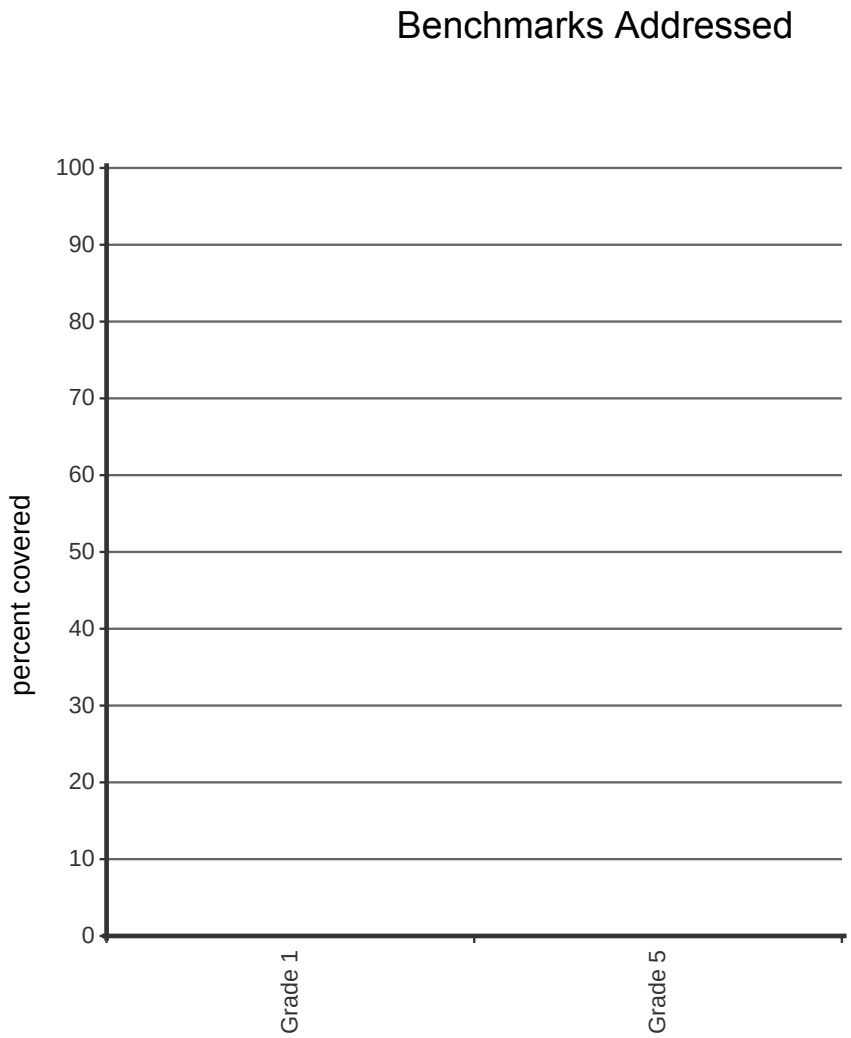


BENCHMARKS ADDRESSED SUMMARY

How to Interpet:

Benchmarks are considered the statements at the lowest level of the document.When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Grade 1 standards covered :0 of 59 (0%)
- Grade 5 standards covered :0 of 137 (0%)



COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set choosen for this report and the the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

Grade 1

- Grade 1 standards covered :0 of 129 (0%)
- Grade 1 standards covered :0 of 59 (%)

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.N	Students will explore, evaluate, and communicate personal and scientific investigations to understand the nature of science.
1.A.N.1	Understand the nature and origin of scientific knowledge.
	Note: Mastery is not expected at this grade level.
1.A.N.2	Apply the skills necessary to conduct scientific investigations.
	Note: Mastery is not expected at this grade level.
1.A.P	Students will use appropriate scientific models to describe and quantify the nature and interactions of matter and energy.
1.A.P.1	Describe structures and properties of, and changes in, matter.
1.A.P.1.1	Students are able to recognize objects by color and shape.
1.A.P.1.1.A	Students are able to identify objects by color and shape.
1.A.P.1.1.A.1	Given three objects, students will choose object according to color and shape.
1.A.P.1.1.B	Students are able to recognize objects by color and shape.
1.A.P.1.1.B.1	Given objects with various colors, the student will sort objects according to color.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.P.1.1.B.2	Given objects with various shapes, the student will sort objects according to shape.
1.A.P.1.1.C	Students are able to explore objects by color or shape.
1.A.P.1.1.C.1	Given games and puzzles, the student will match the color or shape.
1.A.P.1.1.D	Students are able to respond to objects by shape.
1.A.P.1.1.D.1	When given objects of various shapes, students will manipulate them.
1.A.P.1.1.D.2	Using computer technology, students will attend to shapes of objects.
1.A.P.1.2	Students are able to recognize objects in terms of heavier or lighter.
1.A.P.1.2.A	Students are able to identify objects in terms of heavier or lighter.
1.A.P.1.2.A.1	When presented with three objects, the student will put in order from lightest to heaviest.
1.A.P.1.2.B	Students are able to recognize objects in terms of heavier or lighter.
1.A.P.1.2.B.1	When presented with two objects, the student will choose the heavier/lighter object.
1.A.P.1.2.C	Students are able to explore objects together in terms of heavier and lighter.
1.A.P.1.2.C.1	When presented with two objects, the student will explore differences between heavier versus lighter objects.
1.A.P.1.2.D	Students are able to explore objects in terms of heavier or lighter.
1.A.P.1.2.D.1	Given light objects, students will explore them.
1.A.P.1.2.D.2	Given heavy objects, students will explore them.
1.A.P.1.3	Students are able to demonstrate objects sinking or floating in water.
1.A.P.1.3.A	Students are able to determine which objects will sink or float in water.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.P.1.3.A.1	Given objects, the student will determine whether it sinks or floats in water.
1.A.P.1.3.B	Students are able to demonstrate objects sinking or floating in water.
1.A.P.1.3.B.1	Given two objects, the student will choose whether the objects will sink or float.
1.A.P.1.3.C	Students are able to recognize whether objects sink or float in water.
1.A.P.1.3.C.1	Given objects, the student will explore which ones will sink or float.
1.A.P.1.3.D	Students are able to explore objects in water.
1.A.P.1.3.D.1	Using materials, students will feel different objects in a water container.
1.A.P.2	Analyze forces, their forms, and their effects on motions.
1.A.P.2.1	Students are able to demonstrate the relative positions of objects.
1.A.P.2.1.A	Students are able to identify the relative positions of objects.
1.A.P.2.1.A.1	After listening to a book with positional words, the student will illustrate the positional words.
1.A.P.2.1.B	Students are able to demonstrate the relative positions of objects.
1.A.P.2.1.B.1	Given positional words, the student will place the object according to the given word.
1.A.P.2.1.C	Students are able to locate the relative positions of objects.
1.A.P.2.1.C.1	Given positional words, the student will be able to locate the object.
1.A.P.2.1.D	Students are able to imitate relative positions of objects.
1.A.P.2.1.D.1	Students will play games requiring positional skills.
1.A.L	Students will describe structures and attributes of living things, processes of life, and interaction with each other and the environment.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.L.1	Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
1.A.L.1.1	Students are able to identify that green plants need water/sun to live.
1.A.L.1.1.A	Students are able to demonstrate that green plants need water and sun to live.
1.A.L.1.1.A.1	Given materials, students will grow green plants (provide water and sunlight).
1.A.L.1.1.B	Students are able to identify that green plants need water/sun to live.
1.A.L.1.1.B.1	Given two choices, students will choose which item is appropriate for a plant.
1.A.L.1.1.C	Students are able to recognize that green plants need water and sun to live.
1.A.L.1.1.C.1	Given two plants, students will take care of one and not the other.
1.A.L.1.1.C.2	Match pictures of food plants need to a plant.
1.A.L.1.1.D	Students use senses to explore green plants.
1.A.L.1.1.D.1	Access pictures of green plants on computer.
1.A.L.1.1.D.2	Intellikeys- hit switch to explore a growing plant.
1.A.L.1.1.D.3	Touch different plants at different growing stages.
1.A.L.1.2	Students are able to identify the stem and leaves of a plant.
1.A.L.1.2.A	Students are able to describe the stem and leaves of a plant.
1.A.L.1.2.A.1	Student will illustrate and label the stem and leaves of a plant.
1.A.L.1.2.B	Students are able to identify the stem and leaves of a plant.
1.A.L.1.2.B.1	When asked, students will indicate the stem and leaves of a plant.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.L.1.2.B.2	Match names of stem and leaf to corresponding part.
1.A.L.1.2.C	Students are able to recognize the stem and leaves of a plant.
1.A.L.1.2.C.1	Sort stems from leaves.
1.A.L.1.2.D	Students are able to explore the stem and leaves of a plant.
1.A.L.1.2.D.1	Given a plant, students will use their senses to explore.
1.A.L.1.2.D.2	Hit switch to explore/view different parts of plants.
1.A.L.1.3	Students are able to recognize that animals have life needs.
1.A.L.1.3.A	Students will identify the life needs of animals.
1.A.L.1.3.A.1	Using pictures, student will choose the correct needs of animals.
1.A.L.1.3.A.2	When presented with pictures/objects, students will match the animals and their life needs.
1.A.L.1.3.B	Students are able to recognize that animals have life needs.
1.A.L.1.3.B.1	After attending to books on animal care, students will discuss/share information the life needs of animals.
1.A.L.1.3.B.2	When presented with magazine pictures, the students will choose animals and their life needs and present in a form of a collage.
1.A.L.1.3.C	Students will be able to recognize pictures/objects of animal life needs.
1.A.L.1.3.C.1	When presented with pictures/objects students will indicate which are life needs.
1.A.L.1.3.D	Students will be able to explore the life needs of animals.
1.A.L.1.3.D.1	Using computer technology, students will respond to representation of pictures depicting life needs of animals.
1.A.L.2	Analyze various patterns of inheritance and biological change.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.L.2.1	Students will recognize physical similarities between parents and offspring.
1.A.L.2.1.A	Students will identify two physical similarities between parents and offspring.
1.A.L.2.1.A.1	When given pictures of body parts, students will indicate at least two similarities between parents and offspring.
1.A.L.2.1.B	Students will recognize physical similarities between parents and offspring.
1.A.L.2.1.B.1	Bring in pictures of families to discuss similarities between parent/child.
1.A.L.2.1.C	Students will recognize physical features between parents and offspring.
1.A.L.2.1.C.1	When presented with pictures, of parents and offspring, students will match according to features.
1.A.L.2.1.D	Students will explore physical features between parents and offspring.
1.A.L.2.1.D.1	Using computer technology, the students will respond to pictures of parents and their offspring.
1.A.L.3	Analyze how organisms are linked to one another and the environment.
1.A.L.3.1	Students are able to identify an animal in its habitat.
1.A.L.3.1.A	Students will be able to identify two animals and their habitats.
1.A.L.3.1.A.1	When presented with pictures, students will label two animals to their habitats.
1.A.L.3.1.B	Students will be able to identify an animal in its habitat.
1.A.L.3.1.B.1	Given pictures, students will match the animal to its habitat.
1.A.L.3.1.C	Students will recognize that an animal has a habitat.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.L.3.1.C.1	After attending to stories read, the students will discuss/respond to questions about animals and their habitats.
1.A.L.3.1.D	Students will explore an animal in its habitat.
1.A.L.3.1.D.1	Using computer technology, the students will respond/explore illustration of animals in their habitat.
1.A.E	Students will analyze the composition, formative processes, and history of the universe, solar system, and Earth.
1.A.E.1	Analyze the various structures and processes of the Earth system.
1.A.E.1.1	Students are able to recognize today’s current weather.
1.A.E.1.1.A	Students are able to recognize two details of today’s current weather.
1.A.E.1.1.A.1	Using pictures, students will indicate on a calendar two details of the daily current weather.
1.A.E.1.1.B	Students are able to recognize today’s current weather.
1.A.E.1.1.B.1	Using pictures/words, students will select correct response.
1.A.E.1.1.C	Students are able to recognize whether it is sunny or rainy.
1.A.E.1.1.C.1	Taken outside, student will experience daily weather.
1.A.E.1.1.D	Student will respond to representations/ illustrations of the current weather.
1.A.E.1.1.D.1	Using computer devices, students will attend to representation of weather.
1.A.E.1.2	Students are able to recognize a rock.
1.A.E.1.2.A	Students are able to discriminate a rock from another item.
1.A.E.1.2.A.1	When given various objects, students will choose the rocks.
1.A.E.1.2.B	Students are able to recognize a rock.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.E.1.2.B.1	When taken outside or given an exploration box, students will locate rocks.
1.A.E.1.2.C	Students will explore pictures and examples of rocks.
1.A.E.1.2.C.1	Attend to various pictures/rocks.
1.A.E.1.2.C.2	Using pictures, students will match rocks.
1.A.E.1.2.D	Students are able to explore various rocks.
1.A.E.1.2.D.1	Using senses, students will manipulate various rocks.
1.A.S	Students will identify and evaluate the relationship and ethical implications of science upon technology, environment, and society.
1.A.S.1	Analyze various implications/effects of scientific advancement within the environment and society.
	Note: Mastery is not expected at this grade level.
1.A.S.2	Analyze the relationship/interactions among science, technology, environment, and society.
	Note: Mastery is not expected at this grade level.

Grade 5

- Grade 5 standards covered :0 of 244 (0%)
- Grade 5 standards covered :0 of 137 (%)

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.N	Students will explore, evaluate, and communicate personal and scientific investigations to understand the nature of science.
5.A.N.1	Understand the nature and origin of scientific knowledge.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
Note:	Mastery is not expected at this grade level.
5.A.N.2	Apply the skills necessary to conduct scientific investigations.
Note:	Mastery is not expected at this grade level.
5.A.P	Students will use appropriate scientific models to describe and quantify the nature and interactions of matter and energy.
5.A.P.1	Describe structures and properties of, and changes in, matter.
5.A.P.1.1	Students are able to recognize that matter has weight.
5.A.P.1.1.A	Students are able to compare weight.
5.A.P.1.1.A.1	Compare objects that have similar size and appearance, but different weight.
5.A.P.1.1.A.2	Compare two labeled objects of different weights.
5.A.P.1.1.B	Students are able to recognize that matter has weight. Observe the balance scale with and without weights.
5.A.P.1.1.B.1	Associate common everyday items with their exact weight.
5.A.P.1.1.C	Students are able to utilize a balance scale.
5.A.P.1.1.C.1	Experiment with a balance scale.
5.A.P.1.1.C.2	Recognize the uses of a balance scale.
5.A.P.1.1.D	Students respond to various weights.
5.A.P.1.1.D.1	Using senses respond to various weight.
5.A.P.2	Analyze forces, their forms, and their effects on motions.
5.A.P.2.1.	Students are able to identify how objects stop.
5.A.P.2.1.A	Students are to demonstrate how objects stop.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.P.2.1.A.1	Experiment with objects on ramps to observe stopping distance.
5.A.P.2.1.A.2	Experiment with objects on different surfaces to observe stopping distance.
5.A.P.2.1.B	Students are able to identify how objects stop.
5.A.P.2.1.B.1	Attend to visual presentations.
5.A.P.2.1.B.2	Select surfaces of resistance from a pre-made list.
5.A.P.2.1.C	Students are to distinguish how objects move on different surfaces.
5.A.P.2.1.C.1	Participate in an activity that demonstrates how objects move on different surfaces.
5.A.P.2.1.D	Students respond to different textures.
5.A.P.2.1.D.1	Respond to textures through their senses.
5.A.P.2.1.D.2	Explore different surfaces within their environment.
5.A.P.2.2.	Students are able to recognize that simple machines exist.
5.A.P.2.2.A	Students are able to label a simple machine.
5.A.P.2.2.A.1	Select a simple machine from a group of items.
5.A.P.2.2.A.2	Answer a yes or no question.
5.A.P.2.2.B	Students are able to recognize that simple machines exist.
5.A.P.2.2.B.1	Attend to a presentation on simple machines.
5.A.P.2.2.B.2	Create a list of simple machines found within their environment.
5.A.P.2.2.C	Students are able to locate a simple machine.
5.A.P.2.2.C.1	Match machine to machine.
5.A.P.2.2.C.2	Find simple machines in the classroom.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.P.2.2.D	Students explore simple machines.
5.A.P.2.2.D.1	Explore simple machines through:
5.A.P.3	Analyze interactions of energy and matter.
5.A.P.3.1.	Students are able to recognize how a thermometer works.
5.A.P.3.1.A	Students are able to use a thermometer.
5.A.P.3.1.A.1	Participate in classroom activities of reading indoor and outdoor thermometers.
5.A.P.3.1.A.2	Take body temperature.
5.A.P.3.1.A.3	Read a thermometer.
5.A.P.3.1.B	Students are able to recognize how a thermometer works.
5.A.P.3.1.B.1	Place thermometer in liquids of varying temperatures.
5.A.P.3.1.B.2	States (verbally, visually, or through technology devices) that the red line moves on a thermometer as temperature increases and decreases.
5.A.P.3.1.B.3	Select where red line is on the thermometer.
5.A.P.3.1.C	Students are able to locate a thermometer.
5.A.P.3.1.C.1	Match a thermometer to a thermometer.
5.A.P.3.1.C.2	Select a thermometer out of group of objects.
5.A.P.3.1.D	Students are able demonstrate a response to hot and cold.
5.A.P.3.1.D.1	Respond to hot and cold stimulus.
5.A.P.3.2.	Students are able to manipulate tools to adjust the amount of light.
5.A.P.3.2.A	Students are able to identify that the sun produces light and heat.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.P.3.2.A.1	Participate in experiments that demonstrate the affects of light and heat from the sun.
5.A.P.3.2.A.2	State that the light from the sun produces warmth.
5.A.P.3.2.B	Students are able to manipulate tools to adjust the amount of light.
5.A.P.3.2.B.1	Experiment with light.
5.A.P.3.2.C	Students are able to identify that the sun produces light.
5.A.P.3.2.C.1	State that light comes from the sun.
5.A.P.3.2.C.2	Match sun to pictures that represent a lighted object.
5.A.P.3.2.D	Students are able to respond to the sun.
5.A.P.3.2.D.1	Respond to sunlight through their senses (feel the heat, see the light).
5.A.P.3.3.	Students are able to label the colors found in the spectrum of light.
5.A.P.3.3.A	Students are able to recognize that the spectrum of light contains colors.
5.A.P.3.3.A.1	Participate in experiments.
5.A.P.3.3.A.2	Illustrate a rainbow.
5.A.P.3.3.B	Students are able to label the colors found in the spectrum of light.
5.A.P.3.3.B.1	Label various colors.
5.A.P.3.3.B.2	List the colors found in the spectrum of light.
5.A.P.3.3.C	Students are able to recognize the colors found in the spectrum of light.
5.A.P.3.3.C.1	Match colors found in the spectrum of light.
5.A.P.3.3.C.2	Select colors found in the presented spectrum of light.
5.A.P.3.3.D	Students are able to respond to colors.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.P.3.3.D.1	Respond to presentation of various colors.
5.A.L	Students will describe structures and attributes of living things, processes of life, and interaction with each other and the environment.
5.A.L.1	Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
5.A.L.1.1	Students will be able to recognize that plants need food.
5.A.L.1.1.A	Students will be able to identify a diagram to show how plants get food.
5.A.L.1.1.A.1	Label a diagram.
5.A.L.1.1.A.2	Illustrate the flow of food traveling through a plant on a diagram.
5.A.L.1.1.B	Students will be able to recognize that plants need food.
5.A.L.1.1.B.1	Experiment with watering a plant/not watering a plant.
5.A.L.1.1.B.2	Experiment with fertilizing a plant/not fertilizing a plant.
5.A.L.1.1.C	Students are able to identify a plant.
5.A.L.1.1.C.1	Match picture cards.
5.A.L.1.1.C.2	Point to plants in environment.
5.A.L.1.1.D	Students are able to explore visual and or tactile aids of plants.
5.A.L.1.1.D.1	Touch/feel plants.
5.A.L.1.1.D.2	Respond to presentation of illustrations (tactile or visual) of plants.
5.A.L.2	Analyze various patterns of inheritance and biological change.
5.A.L.2.1	Students are able to identify pictures of offspring and their parents.
5.A.L.2.1.A	Students are able to recognize that offspring resemble their parents.
5.A.L.2.1.A.1	Match similar physical characteristics within families.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.L.2.1.A.2	Illustrate family members.
5.A.L.2.1.B	Students are able to identify pictures of offspring and their parents.
5.A.L.2.1.B.1	Identify offspring and their parents using pictures.
5.A.L.2.1.C	Students are able to recognize identical physical characteristics, of offspring and their parents, by visual aids.
5.A.L.2.1.C.1	Match physical characteristics of offspring and their parents.
5.A.L.2.1.C.2	Sort pictures of by physical characteristics of offspring and their parents.
5.A.L.2.1.D	Students will respond to illustrations of parents and their offspring.
5.A.L.2.1.D.1	Respond to presentation of illustrations.
5.A.L.2.2.	Students are able to identify basic parts of a plant.
5.A.L.2.2.A	Students are able to identify structures involved in plant reproduction.
5.A.L.2.2.A.1	Label reproductive parts of the flower.
5.A.L.2.2.A.2	Demonstrate the process of pollination and seed distribution.
5.A.L.2.2.B	Students are able to identify basic parts of a plant.
5.A.L.2.2.B.1	Label basic parts from diagram and word bank.
5.A.L.2.2.B.2	Activity of placing parts of plant to appropriate placement on grid.
5.A.L.2.2.C	Students are able to recognize the basic parts of a plant.
5.A.L.2.2.C.1	Matching appropriate picture of plant parts to their same picture.
5.A.L.2.2.C.2	Attend to teacher demonstration of dissection of real plants and parts.
5.A.L.2.2.D	Students explore basic parts of a plant.
5.A.L.2.2.D.1	Use senses to explore a plant.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.L.2.2.D.2	Feel various plants.
5.A.L.3	Analyze how organisms are linked to one another and the environment.
5.A.L.3.1	Students are able to identify that animals rely on plants to survive in the ecosystem.
5.A.L.3.1.A	Students are able to identify parts of an ecosystem.
5.A.L.3.1.A.1	Label a diagram of an ecosystem.
5.A.L.3.1.A.2	Participate in establishing a set ecosystem.
5.A.L.3.1.B	Students are able to identify that animals rely on plants to survive in the ecosystem.
5.A.L.3.1.B.1	Match animal to food within a chart.
5.A.L.3.1.B.2	Illustrate a simple picture showing animal consuming plants.
5.A.L.3.1.C	Students are able to recognize the components of the ecosystem.
5.A.L.3.1.C.1	Participate in teacher led demonstration of ecosystem.
5.A.L.3.1.C.2	Attend to video demonstration of habitats and ecosystems.
5.A.L.3.1.C.3	Attend to audio description of ecosystems.
5.A.L.3.1.D	Students are able to attend to stimuli of ecosystems.
5.A.L.3.1.D.1	Attend to presentation of stimuli from ecosystem.
5.A.L.3.2.	Students are able to recognize that living things rely on each other within the energy pyramid.
5.A.L.3.2.A	Students are able to identify an energy pyramid.
5.A.L.3.2.A.1	Label energy pyramid.
5.A.L.3.2.A.2	Select an energy pyramid.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.L.3.2.B	Students are able to recognize that living things rely on each other within the energy pyramid.
5.A.L.3.2.B.1	Attend to a presentation on how the energy pyramid works.
5.A.L.3.2.B.2	Role play.
5.A.L.3.2.C	Students are able to identify components within the energy pyramid.
5.A.L.3.2.C.1	Match components.
5.A.L.3.2.C.2	Sort like components.
5.A.L.3.2.D	Students are able to explore various components of the energy pyramid.
5.A.L.3.2.D.1	Use senses to explore the components of an energy pyramid.
5.A.L.3.3	Students are able to recognize how humans react to seasonal changes.
5.A.L.3.3.A	Students are able to recognize how living things react to seasonal changes.
5.A.L.3.3.A.1	Categorize how living things react to season changes.
5.A.L.3.3.A.2	Create a list of what an animal does to prepare for different seasons.
5.A.L.3.3.B	Students are able to recognize how humans react to seasonal changes.
5.A.L.3.3.B.1	Illustrate humans in different seasons.
5.A.L.3.3.B.2	Categorize how humans react to seasonal changes.
5.A.L.3.3.C	Students are able to identify items related to a season.
5.A.L.3.3.C.1	Match items related to their season.
5.A.L.3.3.C.2	Participate in activities during different seasons.
5.A.L.3.3.D	Students are able to explore items related to seasons.
5.A.L.3.3.D.1	Using senses explore items related to seasons.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.E	Students will analyze the composition, formative processes, and history of the universe, solar system, and Earth.
5.A.E.1	Analyze the various structures and processes of the Earth system.
5.A.E.1.1.	Students are able to identify the crust and mantle of the earth.
5.A.E.1.1.A	Students are able to identify the crust, mantle, and core of the earth.
5.A.E.1.1.A.1	Using pictures or worksheets, label crust, mantle, and core.
5.A.E.1.1.A.2	Create/illustrate the crust, mantle and core of Earth.
5.A.E.1.1.B	Students are able to identify the crust and mantle of the earth.
5.A.E.1.1.B.1	Using pictures or worksheets, label crust and mantle.
5.A.E.1.1.B.2	Manipulate objects in relation to crust and mantle.
5.A.E.1.1.C	Students are able to recognize images of the crust and mantle of the earth.
5.A.E.1.1.C.1	Match or sort images of the crust and mantle of the earth.
5.A.E.1.1.D	Students are able to explore the earth’s crust.
5.A.E.1.1.D.1	Using senses explore the earth’s crust.
5.A.E.1.1.D.2	Attend to presentation of illustrations/simulations of the earth’s crust.
5.A.E.2	Analyze essential principles and ideas about the composition and structure of the universe.
5.A.E.2.1.	Students are able to locate three planets of the solar system.
5.A.E.2.1.A	Students are able to locate five planets of the solar system.
5.A.E.2.1.A.1	Point to five planets.
5.A.E.2.1.A.2	Use models to locate five planets.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.E.2.1.B	Students are able to locate three planets of the solar system.
5.A.E.2.1.B.1	Point to three planets.
5.A.E.2.1.B.2	Use models to locate three planets.
5.A.E.2.1.C	Students are able to locate the sun, moon, and Earth.
5.A.E.2.1.C.1	Point to the sun, moon, and earth.
5.A.E.2.1.C.2	Match identifiable pictures of sun, moon, and earth.
5.A.E.2.1.C.3	Use models to locate the sun, moon, and earth.
5.A.E.2.1.D	Students are able to show a response to the sun, moon, and Earth.
5.A.E.2.1.D.1	Using senses to respond to visual, tactile models of the sun, moon, and earth.
5.A.E.2.2.	Students are able to recognize that the earth’s rotation creates day and night.
5.A.E.2.2.A	Students are able to describe what causes day and night on Earth.
5.A.E.2.2.A.1	State that day and night are caused by the rotation (spinning) of the earth.
5.A.E.2.2.A.2	Demonstrate the rotation of the earth causing day and night.
5.A.E.2.2.A.3	Sequence the stages of Dawn-Dusk
5.A.E.2.2.B	Students are able to recognize that the earth’s rotation creates day and night.
5.A.E.2.2.B.1	Attend to demonstrations of Earth’s rotation and the light’s affect on the earth.
5.A.E.2.2.B.2	Sequence through computer programs.
5.A.E.2.2.C	Students are able to recognize that the earth is constantly spinning.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.E.2.2.C.1	Imitate teacher demonstrations.
5.A.E.2.2.C.2	Match picture of the earth spinning.
5.A.E.2.2.C.3	Attend to presentations.
5.A.E.2.2.D	Students are able to engage an object in a spinning motion.
5.A.E.2.2.D.1	Spin an object.
5.A.S	Students will identify and evaluate the relationship and ethical implications of science upon technology, environment, and society.
5.A.S.1	Analyze various implications/effects of scientific advancement within the environment and society.
5.A.S.1.1.	Students are able to identify one mode of modern transportation.
5.A.S.1.1.A	Students are able to identify that there is more than one mode of modern transportation.
5.A.S.1.1.A.1	Label transportation.
5.A.S.1.1.A.2	List types of transportation.
5.A.S.1.1.A.3	State different modes of modern transportation.
5.A.S.1.1.B	Students are able to identify one mode of modern transportation.
5.A.S.1.1.B.1	Label one mode of transportation.
5.A.S.1.1.B.2	State one mode modern transportation.
5.A.S.1.1.C	Students are able to recognize modes of modern transportation.
5.A.S.1.1.C.1	Match a series of duplicate images of modes of modern transportation.
5.A.S.1.1.C.2	Participate in field trips to view/explore with senses modes of modern transportation.
5.A.S.1.1.D	Students are able to explore modes of modern transportation.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.S.1.1.D.1	Using senses explore modes of modern transportation.
5.A.S.1.2.	Students are able to indicate that a problem exists.
5.A.S.1.2.A	Students are able to recognize that scientific problems exist.
5.A.S.1.2.A.1	Attend to a demonstration on solving a scientific problem.
5.A.S.1.2.A.2	Select scientific problems from lists, images.
5.A.S.1.2.B	Students are able to indicate that a problem exists.
5.A.S.1.2.B.1	Participate in teacher created problems.
5.A.S.1.2.B.2	Identify a problem using an illustration.
5.A.S.1.2.B.3	Respond to a student created problem.
5.A.S.1.2.C	Students are able to identify a problem from stimuli.
5.A.S.1.2.C.1	Using visuals, student sorts images/ of problems (flat tire).
5.A.S.1.2.C.2	Attend to problems within his/her environment.
5.A.S.1.2.D	Students are able to engage in an activity that identifies problems.
5.A.S.1.2.D.1	Participates in classroom activities that deal with problems.
5.A.S.1.2.D.2	Uses technology to observe problems that need a response.
5.A.S.2	Analyze the relationship/interactions among science, technology, environment, and society.
5.A.S.2.1.	Students are able to identify an animal with its specific habitat.
5.A.S.2.1.A	Students are able to identify different animal wildlife habitats.
5.A.S.2.1.A.1	Illustrate an animal wildlife habitat with specific components.
5.A.S.2.1.A.2	List different animal wildlife habitats.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.S.2.1.B	Students are able to identify an animal with its specific habitat.
5.A.S.2.1.B.1	Match animal to their specific habitat.
5.A.S.2.1.B.2	Complete a graphic organizer.
5.A.S.2.1.C	Students are able to recognize an animal to its specific habitat.
5.A.S.2.1.C.1	Manipulate pictures of animals within their specific habitat.
5.A.S.2.1.C.2	Match picture of an animal to habitat.
5.A.S.2.1.C.3	Attend to presentations of animals in the specific habitat.
5.A.S.2.1.D	Students are able to explore wildlife.
5.A.S.2.1.D.1	Using senses the student explores wildlife.

COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

This section of the reports lists each curriculum statement in the set choosen for this report and the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

Grade 1

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.N	Students will explore, evaluate, and communicate personal and scientific investigations to understand the nature of science.
1.A.N.1	Understand the nature and origin of scientific knowledge.
	Note: Mastery is not expected at this grade level.
1.A.N.2	Apply the skills necessary to conduct scientific investigations.
	Note: Mastery is not expected at this grade level.
1.A.P	Students will use appropriate scientific models to describe and quantify the nature and interactions of matter and energy.
1.A.P.1	Describe structures and properties of, and changes in, matter.
1.A.P.1.1	Students are able to recognize objects by color and shape.
1.A.P.1.1.A	Students are able to identify objects by color and shape.
1.A.P.1.1.A.1	Given three objects, students will choose object according to color and shape.
1.A.P.1.1.B	Students are able to recognize objects by color and shape.
1.A.P.1.1.B.1	Given objects with various colors, the student will sort objects according to color.
1.A.P.1.1.B.2	Given objects with various shapes, the student will sort objects according to shape.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.P.1.1.C	Students are able to explore objects by color or shape.
1.A.P.1.1.C.1	Given games and puzzles, the student will match the color or shape.
1.A.P.1.1.D	Students are able to respond to objects by shape.
1.A.P.1.1.D.1	When given objects of various shapes, students will manipulate them.
1.A.P.1.1.D.2	Using computer technology, students will attend to shapes of objects.
1.A.P.1.2	Students are able to recognize objects in terms of heavier or lighter.
1.A.P.1.2.A	Students are able to identify objects in terms of heavier or lighter.
1.A.P.1.2.A.1	When presented with three objects, the student will put in order from lightest to heaviest.
1.A.P.1.2.B	Students are able to recognize objects in terms of heavier or lighter.
1.A.P.1.2.B.1	When presented with two objects, the student will choose the heavier/lighter object.
1.A.P.1.2.C	Students are able to explore objects together in terms of heavier and lighter.
1.A.P.1.2.C.1	When presented with two objects, the student will explore differences between heavier versus lighter objects.
1.A.P.1.2.D	Students are able to explore objects in terms of heavier or lighter.
1.A.P.1.2.D.1	Given light objects, students will explore them.
1.A.P.1.2.D.2	Given heavy objects, students will explore them.
1.A.P.1.3	Students are able to demonstrate objects sinking or floating in water.
1.A.P.1.3.A	Students are able to determine which objects will sink or float in water.
1.A.P.1.3.A.1	Given objects, the student will determine whether it sinks or floats in water.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.P.1.3.B	Students are able to demonstrate objects sinking or floating in water.
1.A.P.1.3.B.1	Given two objects, the student will choose whether the objects will sink or float.
1.A.P.1.3.C	Students are able to recognize whether objects sink or float in water.
1.A.P.1.3.C.1	Given objects, the student will explore which ones will sink or float.
1.A.P.1.3.D	Students are able to explore objects in water.
1.A.P.1.3.D.1	Using materials, students will feel different objects in a water container.
1.A.P.2	Analyze forces, their forms, and their effects on motions.
1.A.P.2.1	Students are able to demonstrate the relative positions of objects.
1.A.P.2.1.A	Students are able to identify the relative positions of objects.
1.A.P.2.1.A.1	After listening to a book with positional words, the student will illustrate the positional words.
1.A.P.2.1.B	Students are able to demonstrate the relative positions of objects.
1.A.P.2.1.B.1	Given positional words, the student will place the object according to the given word.
1.A.P.2.1.C	Students are able to locate the relative positions of objects.
1.A.P.2.1.C.1	Given positional words, the student will be able to locate the object.
1.A.P.2.1.D	Students are able to imitate relative positions of objects.
1.A.P.2.1.D.1	Students will play games requiring positional skills.
1.A.L	Students will describe structures and attributes of living things, processes of life, and interaction with each other and the environment.
1.A.L.1	Understand the fundamental structures, functions, classifications, and mechanisms found in living things.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.L.1.1	Students are able to identify that green plants need water/sun to live.
1.A.L.1.1.A	Students are able to demonstrate that green plants need water and sun to live.
1.A.L.1.1.A.1	Given materials, students will grow green plants (provide water and sunlight).
1.A.L.1.1.B	Students are able to identify that green plants need water/sun to live.
1.A.L.1.1.B.1	Given two choices, students will choose which item is appropriate for a plant.
1.A.L.1.1.C	Students are able to recognize that green plants need water and sun to live.
1.A.L.1.1.C.1	Given two plants, students will take care of one and not the other.
1.A.L.1.1.C.2	Match pictures of food plants need to a plant.
1.A.L.1.1.D	Students use senses to explore green plants.
1.A.L.1.1.D.1	Access pictures of green plants on computer.
1.A.L.1.1.D.2	Intellikeys- hit switch to explore a growing plant.
1.A.L.1.1.D.3	Touch different plants at different growing stages.
1.A.L.1.2	Students are able to identify the stem and leaves of a plant.
1.A.L.1.2.A	Students are able to describe the stem and leaves of a plant.
1.A.L.1.2.A.1	Student will illustrate and label the stem and leaves of a plant.
1.A.L.1.2.B	Students are able to identify the stem and leaves of a plant.
1.A.L.1.2.B.1	When asked, students will indicate the stem and leaves of a plant.
1.A.L.1.2.B.2	Match names of stem and leaf to corresponding part.
1.A.L.1.2.C	Students are able to recognize the stem and leaves of a plant.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.L.1.2.C.1	Sort stems from leaves.
1.A.L.1.2.D	Students are able to explore the stem and leaves of a plant.
1.A.L.1.2.D.1	Given a plant, students will use their senses to explore.
1.A.L.1.2.D.2	Hit switch to explore/view different parts of plants.
1.A.L.1.3	Students are able to recognize that animals have life needs.
1.A.L.1.3.A	Students will identify the life needs of animals.
1.A.L.1.3.A.1	Using pictures, student will choose the correct needs of animals.
1.A.L.1.3.A.2	When presented with pictures/objects, students will match the animals and their life needs.
1.A.L.1.3.B	Students are able to recognize that animals have life needs.
1.A.L.1.3.B.1	After attending to books on animal care, students will discuss/share information the life needs of animals.
1.A.L.1.3.B.2	When presented with magazine pictures, the students will choose animals and their life needs and present in a form of a collage.
1.A.L.1.3.C	Students will be able to recognize pictures/objects of animal life needs.
1.A.L.1.3.C.1	When presented with pictures/objects students will indicate which are life needs.
1.A.L.1.3.D	Students will be able to explore the life needs of animals.
1.A.L.1.3.D.1	Using computer technology, students will respond to representation of pictures depicting life needs of animals.
1.A.L.2	Analyze various patterns of inheritance and biological change.
1.A.L.2.1	Students will recognize physical similarities between parents and offspring.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.L.2.1.A	Students will identify two physical similarities between parents and offspring.
1.A.L.2.1.A.1	When given pictures of body parts, students will indicate at least two similarities between parents and offspring.
1.A.L.2.1.B	Students will recognize physical similarities between parents and offspring.
1.A.L.2.1.B.1	Bring in pictures of families to discuss similarities between parent/child.
1.A.L.2.1.C	Students will recognize physical features between parents and offspring.
1.A.L.2.1.C.1	When presented with pictures, of parents and offspring, students will match according to features.
1.A.L.2.1.D	Students will explore physical features between parents and offspring.
1.A.L.2.1.D.1	Using computer technology, the students will respond to pictures of parents and their offspring.
1.A.L.3	Analyze how organisms are linked to one another and the environment.
1.A.L.3.1	Students are able to identify an animal in its habitat.
1.A.L.3.1.A	Students will be able to identify two animals and their habitats.
1.A.L.3.1.A.1	When presented with pictures, students will label two animals to their habitats.
1.A.L.3.1.B	Students will be able to identify an animal in its habitat.
1.A.L.3.1.B.1	Given pictures, students will match the animal to its habitat.
1.A.L.3.1.C	Students will recognize that an animal has a habitat.
1.A.L.3.1.C.1	After attending to stories read, the students will discuss/respond to questions about animals and their habitats.
1.A.L.3.1.D	Students will explore an animal in its habitat.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.L.3.1.D.1	Using computer technology, the students will respond/explore illustration of animals in their habitat.
1.A.E	Students will analyze the composition, formative processes, and history of the universe, solar system, and Earth.
1.A.E.1	Analyze the various structures and processes of the Earth system.
1.A.E.1.1	Students are able to recognize today’s current weather.
1.A.E.1.1.A	Students are able to recognize two details of today’s current weather.
1.A.E.1.1.A.1	Using pictures, students will indicate on a calendar two details of the daily current weather.
1.A.E.1.1.B	Students are able to recognize today’s current weather.
1.A.E.1.1.B.1	Using pictures/words, students will select correct response.
1.A.E.1.1.C	Students are able to recognize whether it is sunny or rainy.
1.A.E.1.1.C.1	Taken outside, student will experience daily weather.
1.A.E.1.1.D	Student will respond to representations/ illustrations of the current weather.
1.A.E.1.1.D.1	Using computer devices, students will attend to representation of weather.
1.A.E.1.2	Students are able to recognize a rock.
1.A.E.1.2.A	Students are able to discriminate a rock from another item.
1.A.E.1.2.A.1	When given various objects, students will choose the rocks.
1.A.E.1.2.B	Students are able to recognize a rock.
1.A.E.1.2.B.1	When taken outside or given an exploration box, students will locate rocks.
1.A.E.1.2.C	Students will explore pictures and examples of rocks.

	Grade 1 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
1.A.E.1.2.C.1	Attend to various pictures/rocks.
1.A.E.1.2.C.2	Using pictures, students will match rocks.
1.A.E.1.2.D	Students are able to explore various rocks.
1.A.E.1.2.D.1	Using senses, students will manipulate various rocks.
1.A.S	Students will identify and evaluate the relationship and ethical implications of science upon technology, environment, and society.
1.A.S.1	Analyze various implications/effects of scientific advancement within the environment and society.
	Note: Mastery is not expected at this grade level.
1.A.S.2	Analyze the relationship/interactions among science, technology, environment, and society.

Grade 5

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.N	Students will explore, evaluate, and communicate personal and scientific investigations to understand the nature of science.
5.A.N.1	Understand the nature and origin of scientific knowledge.
Note:	Mastery is not expected at this grade level.
5.A.N.2	Apply the skills necessary to conduct scientific investigations.
Note:	Mastery is not expected at this grade level.
5.A.P	Students will use appropriate scientific models to describe and quantify the nature and interactions of matter and energy.
5.A.P.1	Describe structures and properties of, and changes in, matter.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.P.1.1	Students are able to recognize that matter has weight.
5.A.P.1.1.A	Students are able to compare weight.
5.A.P.1.1.A.1	Compare objects that have similar size and appearance, but different weight.
5.A.P.1.1.A.2	Compare two labeled objects of different weights.
5.A.P.1.1.B	Students are able to recognize that matter has weight. Observe the balance scale with and without weights.
5.A.P.1.1.B.1	Associate common everyday items with their exact weight.
5.A.P.1.1.C	Students are able to utilize a balance scale.
5.A.P.1.1.C.1	Experiment with a balance scale.
5.A.P.1.1.C.2	Recognize the uses of a balance scale.
5.A.P.1.1.D	Students respond to various weights.
5.A.P.1.1.D.1	Using senses respond to various weight.
5.A.P.2	Analyze forces, their forms, and their effects on motions.
5.A.P.2.1.	Students are able to identify how objects stop.
5.A.P.2.1.A	Students are to demonstrate how objects stop.
5.A.P.2.1.A.1	Experiment with objects on ramps to observe stopping distance.
5.A.P.2.1.A.2	Experiment with objects on different surfaces to observe stopping distance.
5.A.P.2.1.B	Students are able to identify how objects stop.
5.A.P.2.1.B.1	Attend to visual presentations.
5.A.P.2.1.B.2	Select surfaces of resistance from a pre-made list.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.P.2.1.C	Students are to distinguish how objects move on different surfaces.
5.A.P.2.1.C.1	Participate in an activity that demonstrates how objects move on different surfaces.
5.A.P.2.1.D	Students respond to different textures.
5.A.P.2.1.D.1	Respond to textures through their senses.
5.A.P.2.1.D.2	Explore different surfaces within their environment.
5.A.P.2.2.	Students are able to recognize that simple machines exist.
5.A.P.2.2.A	Students are able to label a simple machine.
5.A.P.2.2.A.1	Select a simple machine from a group of items.
5.A.P.2.2.A.2	Answer a yes or no question.
5.A.P.2.2.B	Students are able to recognize that simple machines exist.
5.A.P.2.2.B.1	Attend to a presentation on simple machines.
5.A.P.2.2.B.2	Create a list of simple machines found within their environment.
5.A.P.2.2.C	Students are able to locate a simple machine.
5.A.P.2.2.C.1	Match machine to machine.
5.A.P.2.2.C.2	Find simple machines in the classroom.
5.A.P.2.2.D	Students explore simple machines.
5.A.P.2.2.D.1	Explore simple machines through:
5.A.P.3	Analyze interactions of energy and matter.
5.A.P.3.1.	Students are able to recognize how a thermometer works.
5.A.P.3.1.A	Students are able to use a thermometer.

	Grade 5 South Dakota|Extended Content and Alternate Academic AchievementStandards | Science (2006)
5.A.P.3.1.A.1	Participate in classroom activities of reading indoor and outdoor thermometers.
5.A.P.3.1.A.2	Take body temperature.
5.A.P.3.1.A.3	Read a thermometer.
5.A.P.3.1.B	Students are able to recognize how a thermometer works.
5.A.P.3.1.B.1	Place thermometer in liquids of varying temperatures.
5.A.P.3.1.B.2	States (verbally, visually, or through technology devices) that the red line moves on a thermometer as temperature increases and decreases.
5.A.P.3.1.B.3	Select where red line is on the thermometer.
5.A.P.3.1.C	Students are able to locate a thermometer.
5.A.P.3.1.C.1	Match a thermometer to a thermometer.
5.A.P.3.1.C.2	Select a thermometer out of group of objects.
5.A.P.3.1.D	Students are able demonstrate a response to hot and cold.
5.A.P.3.1.D.1	Respond to hot and cold stimulus.
5.A.P.3.2.	Students are able to manipulate tools to adjust the amount of light.
5.A.P.3.2.A	Students are able to identify that the sun produces light and heat.
5.A.P.3.2.A.1	Participate in experiments that demonstrate the affects of light and heat from the sun.
5.A.P.3.2.A.2	State that the light from the sun produces warmth.
5.A.P.3.2.B	Students are able to manipulate tools to adjust the amount of light.
5.A.P.3.2.B.1	Experiment with light.
5.A.P.3.2.C	Students are able to identify that the sun produces light.

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5.A.P.3.2.C.1	State that light comes from the sun.
5.A.P.3.2.C.2	Match sun to pictures that represent a lighted object.
5.A.P.3.2.D	Students are able to respond to the sun.
5.A.P.3.2.D.1	Respond to sunlight through their senses (feel the heat, see the light).
5.A.P.3.3.	Students are able to label the colors found in the spectrum of light.
5.A.P.3.3.A	Students are able to recognize that the spectrum of light contains colors.
5.A.P.3.3.A.1	Participate in experiments.
5.A.P.3.3.A.2	Illustrate a rainbow.
5.A.P.3.3.B	Students are able to label the colors found in the spectrum of light.
5.A.P.3.3.B.1	Label various colors.
5.A.P.3.3.B.2	List the colors found in the spectrum of light.
5.A.P.3.3.C	Students are able to recognize the colors found in the spectrum of light.
5.A.P.3.3.C.1	Match colors found in the spectrum of light.
5.A.P.3.3.C.2	Select colors found in the presented spectrum of light.
5.A.P.3.3.D	Students are able to respond to colors.
5.A.P.3.3.D.1	Respond to presentation of various colors.
5.A.L	Students will describe structures and attributes of living things, processes of life, and interaction with each other and the environment.
5.A.L.1	Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
5.A.L.1.1	Students will be able to recognize that plants need food.

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5.A.L.1.1.A	Students will be able to identify a diagram to show how plants get food.
5.A.L.1.1.A.1	Label a diagram.
5.A.L.1.1.A.2	Illustrate the flow of food traveling through a plant on a diagram.
5.A.L.1.1.B	Students will be able to recognize that plants need food.
5.A.L.1.1.B.1	Experiment with watering a plant/not watering a plant.
5.A.L.1.1.B.2	Experiment with fertilizing a plant/not fertilizing a plant.
5.A.L.1.1.C	Students are able to identify a plant.
5.A.L.1.1.C.1	Match picture cards.
5.A.L.1.1.C.2	Point to plants in environment.
5.A.L.1.1.D	Students are able to explore visual and or tactile aids of plants.
5.A.L.1.1.D.1	Touch/feel plants.
5.A.L.1.1.D.2	Respond to presentation of illustrations (tactile or visual) of plants.
5.A.L.2	Analyze various patterns of inheritance and biological change.
5.A.L.2.1	Students are able to identify pictures of offspring and their parents.
5.A.L.2.1.A	Students are able to recognize that offspring resemble their parents.
5.A.L.2.1.A.1	Match similar physical characteristics within families.
5.A.L.2.1.A.2	Illustrate family members.
5.A.L.2.1.B	Students are able to identify pictures of offspring and their parents.
5.A.L.2.1.B.1	Identify offspring and their parents using pictures.
5.A.L.2.1.C	Students are able to recognize identical physical characteristics, of offspring and their parents, by visual aids.

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5.A.L.2.1.C.1	Match physical characteristics of offspring and their parents.
5.A.L.2.1.C.2	Sort pictures of by physical characteristics of offspring and their parents.
5.A.L.2.1.D	Students will respond to illustrations of parents and their offspring.
5.A.L.2.1.D.1	Respond to presentation of illustrations.
5.A.L.2.2.	Students are able to identify basic parts of a plant.
5.A.L.2.2.A	Students are able to identify structures involved in plant reproduction.
5.A.L.2.2.A.1	Label reproductive parts of the flower.
5.A.L.2.2.A.2	Demonstrate the process of pollination and seed distribution.
5.A.L.2.2.B	Students are able to identify basic parts of a plant.
5.A.L.2.2.B.1	Label basic parts from diagram and word bank.
5.A.L.2.2.B.2	Activity of placing parts of plant to appropriate placement on grid.
5.A.L.2.2.C	Students are able to recognize the basic parts of a plant.
5.A.L.2.2.C.1	Matching appropriate picture of plant parts to their same picture.
5.A.L.2.2.C.2	Attend to teacher demonstration of dissection of real plants and parts.
5.A.L.2.2.D	Students explore basic parts of a plant.
5.A.L.2.2.D.1	Use senses to explore a plant.
5.A.L.2.2.D.2	Feel various plants.
5.A.L.3	Analyze how organisms are linked to one another and the environment.
5.A.L.3.1	Students are able to identify that animals rely on plants to survive in the ecosystem.
5.A.L.3.1.A	Students are able to identify parts of an ecosystem.

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5.A.L.3.1.A.1	Label a diagram of an ecosystem.
5.A.L.3.1.A.2	Participate in establishing a set ecosystem.
5.A.L.3.1.B	Students are able to identify that animals rely on plants to survive in the ecosystem.
5.A.L.3.1.B.1	Match animal to food within a chart.
5.A.L.3.1.B.2	Illustrate a simple picture showing animal consuming plants.
5.A.L.3.1.C	Students are able to recognize the components of the ecosystem.
5.A.L.3.1.C.1	Participate in teacher led demonstration of ecosystem.
5.A.L.3.1.C.2	Attend to video demonstration of habitats and ecosystems.
5.A.L.3.1.C.3	Attend to audio description of ecosystems.
5.A.L.3.1.D	Students are able to attend to stimuli of ecosystems.
5.A.L.3.1.D.1	Attend to presentation of stimuli from ecosystem.
5.A.L.3.2.	Students are able to recognize that living things rely on each other within the energy pyramid.
5.A.L.3.2.A	Students are able to identify an energy pyramid.
5.A.L.3.2.A.1	Label energy pyramid.
5.A.L.3.2.A.2	Select an energy pyramid.
5.A.L.3.2.B	Students are able to recognize that living things rely on each other within the energy pyramid.
5.A.L.3.2.B.1	Attend to a presentation on how the energy pyramid works.
5.A.L.3.2.B.2	Role play.
5.A.L.3.2.C	Students are able to identify components within the energy pyramid.

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5.A.L.3.2.C.1	Match components.
5.A.L.3.2.C.2	Sort like components.
5.A.L.3.2.D	Students are able to explore various components of the energy pyramid.
5.A.L.3.2.D.1	Use senses to explore the components of an energy pyramid.
5.A.L.3.3	Students are able to recognize how humans react to seasonal changes.
5.A.L.3.3.A	Students are able to recognize how living things react to seasonal changes.
5.A.L.3.3.A.1	Categorize how living things react to season changes.
5.A.L.3.3.A.2	Create a list of what an animal does to prepare for different seasons.
5.A.L.3.3.B	Students are able to recognize how humans react to seasonal changes.
5.A.L.3.3.B.1	Illustrate humans in different seasons.
5.A.L.3.3.B.2	Categorize how humans react to seasonal changes.
5.A.L.3.3.C	Students are able to identify items related to a season.
5.A.L.3.3.C.1	Match items related to their season.
5.A.L.3.3.C.2	Participate in activities during different seasons.
5.A.L.3.3.D	Students are able to explore items related to seasons.
5.A.L.3.3.D.1	Using senses explore items related to seasons.
5.A.E	Students will analyze the composition, formative processes, and history of the universe, solar system, and Earth.
5.A.E.1	Analyze the various structures and processes of the Earth system.
5.A.E.1.1.	Students are able to identify the crust and mantle of the earth.
5.A.E.1.1.A	Students are able to identify the crust, mantle, and core of the earth.

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5.A.E.1.1.A.1	Using pictures or worksheets, label crust, mantle, and core.
5.A.E.1.1.A.2	Create/illustrate the crust, mantle and core of Earth.
5.A.E.1.1.B	Students are able to identify the crust and mantle of the earth.
5.A.E.1.1.B.1	Using pictures or worksheets, label crust and mantle.
5.A.E.1.1.B.2	Manipulate objects in relation to crust and mantle.
5.A.E.1.1.C	Students are able to recognize images of the crust and mantle of the earth.
5.A.E.1.1.C.1	Match or sort images of the crust and mantle of the earth.
5.A.E.1.1.D	Students are able to explore the earth’s crust.
5.A.E.1.1.D.1	Using senses explore the earth’s crust.
5.A.E.1.1.D.2	Attend to presentation of illustrations/simulations of the earth’s crust.
5.A.E.2	Analyze essential principles and ideas about the composition and structure of the universe.
5.A.E.2.1.	Students are able to locate three planets of the solar system.
5.A.E.2.1.A	Students are able to locate five planets of the solar system.
5.A.E.2.1.A.1	Point to five planets.
5.A.E.2.1.A.2	Use models to locate five planets.
5.A.E.2.1.B	Students are able to locate three planets of the solar system.
5.A.E.2.1.B.1	Point to three planets.
5.A.E.2.1.B.2	Use models to locate three planets.
5.A.E.2.1.C	Students are able to locate the sun, moon, and Earth.
5.A.E.2.1.C.1	Point to the sun, moon, and earth.

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5.A.E.2.1.C.2	Match identifiable pictures of sun, moon, and earth.
5.A.E.2.1.C.3	Use models to locate the sun, moon, and earth.
5.A.E.2.1.D	Students are able to show a response to the sun, moon, and Earth.
5.A.E.2.1.D.1	Using senses to respond to visual, tactile models of the sun, moon, and earth.
5.A.E.2.2.	Students are able to recognize that the earth's rotation creates day and night.
5.A.E.2.2.A	Students are able to describe what causes day and night on Earth.
5.A.E.2.2.A.1	State that day and night are caused by the rotation (spinning) of the earth.
5.A.E.2.2.A.2	Demonstrate the rotation of the earth causing day and night.
5.A.E.2.2.A.3	Sequence the stages of Dawn-Dusk
5.A.E.2.2.B	Students are able to recognize that the earth's rotation creates day and night.
5.A.E.2.2.B.1	Attend to demonstrations of Earth's rotation and the light's affect on the earth.
5.A.E.2.2.B.2	Sequence through computer programs.
5.A.E.2.2.C	Students are able to recognize that the earth is constantly spinning.
5.A.E.2.2.C.1	Imitate teacher demonstrations.
5.A.E.2.2.C.2	Match picture of the earth spinning.
5.A.E.2.2.C.3	Attend to presentations.
5.A.E.2.2.D	Students are able to engage an object in a spinning motion.
5.A.E.2.2.D.1	Spin an object.

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5.A.S	Students will identify and evaluate the relationship and ethical implications of science upon technology, environment, and society.
5.A.S.1	Analyze various implications/effects of scientific advancement within the environment and society.
5.A.S.1.1.	Students are able to identify one mode of modern transportation.
5.A.S.1.1.A	Students are able to identify that there is more than one mode of modern transportation.
5.A.S.1.1.A.1	Label transportation.
5.A.S.1.1.A.2	List types of transportation.
5.A.S.1.1.A.3	State different modes of modern transportation.
5.A.S.1.1.B	Students are able to identify one mode of modern transportation.
5.A.S.1.1.B.1	Label one mode of transportation.
5.A.S.1.1.B.2	State one mode modern transportation.
5.A.S.1.1.C	Students are able to recognize modes of modern transportation.
5.A.S.1.1.C.1	Match a series of duplicate images of modes of modern transportation.
5.A.S.1.1.C.2	Participate in field trips to view/explore with senses modes of modern transportation.
5.A.S.1.1.D	Students are able to explore modes of modern transportation.
5.A.S.1.1.D.1	Using senses explore modes of modern transportation.
5.A.S.1.2.	Students are able to indicate that a problem exists.
5.A.S.1.2.A	Students are able to recognize that scientific problems exist.
5.A.S.1.2.A.1	Attend to a demonstration on solving a scientific problem.
5.A.S.1.2.A.2	Select scientific problems from lists, images.

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5.A.S.1.2.B	Students are able to indicate that a problem exists.
5.A.S.1.2.B.1	Participate in teacher created problems.
5.A.S.1.2.B.2	Identify a problem using an illustration.
5.A.S.1.2.B.3	Respond to a student created problem.
5.A.S.1.2.C	Students are able to identify a problem from stimuli.
5.A.S.1.2.C.1	Using visuals, student sorts images/ of problems (flat tire).
5.A.S.1.2.C.2	Attend to problems within his/her environment.
5.A.S.1.2.D	Students are able to engage in an activity that identifies problems.
5.A.S.1.2.D.1	Participates in classroom activities that deal with problems.
5.A.S.1.2.D.2	Uses technology to observe problems that need a response.
5.A.S.2	Analyze the relationship/interactions among science, technology, environment, and society.
5.A.S.2.1.	Students are able to identify an animal with its specific habitat.
5.A.S.2.1.A	Students are able to identify different animal wildlife habitats.
5.A.S.2.1.A.1	Illustrate an animal wildlife habitat with specific components.
5.A.S.2.1.A.2	List different animal wildlife habitats.
5.A.S.2.1.B	Students are able to identify an animal with its specific habitat.
5.A.S.2.1.B.1	Match animal to their specific habitat.
5.A.S.2.1.B.2	Complete a graphic organizer.
5.A.S.2.1.C	Students are able to recognize an animal to its specific habitat.
5.A.S.2.1.C.1	Manipulate pictures of animals within their specific habitat.

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5.A.S.2.1.C.2	Match picture of an animal to habitat.
5.A.S.2.1.C.3	Attend to presentations of animals in the specific habitat.
5.A.S.2.1.D	Students are able to explore wildlife.
5.A.S.2.1.D.1	Using senses the student explores wildlife.