(B) Knowledge and Skills Statements

S(1) Scientific and engineering practices. The student asks questions, identifies problems, [illegible]

(D) use tools, including hand lenses, goggles, heat-resistant gloves, trays, cups, bowls, beakers, sieves/sifters, tweezers, primary balance, notebooks, terrariums, aquariums, stream tables, soil samples

(v)

(v) communicate solutions individually in a variety of settings

(vi) communicate solutions collaboratively in a variety of settings

(vii) communicate solutions individually in a variety of formats

(viii) communicate solutions collaboratively in a variety of formats

(C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.

Breakouts

(i) listen actively to others' explanations to identify important evidence

(ii) engage respectfully in scientific discussion

(4) Scienti

identifyi2.1r(t)-0.7()-0.7hs-74.9e)0.3(n)-8.1r(t)-6.8 (t)2hns )]TJ-0.001 T -0.001 T4.3569 0 Td[(a2.9h)-0.6dnt )]TJ0 Tc 0 Trinn

(ii) describe the properties of objects in terms of relative quantity (c)1.2x [2 7242 7-2835 7e(n)-32.52 71i-42.0

(iv) predict changes in materials caused by cooling

(C)

(C) identify and illustrate how living organisms depend on each other through food chains.

Breakouts

(i) identify how living organisms depend on each other through food chains

(ii) illustrate how living organisms depend on each other through food chains

(13) Organisms and environments. The student knows that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments. The student is expected to:

(A) identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival;

Breakouts

(i) identify the external structures of different animals

(ii) compare how those [external] structures help different animals live

(iii) compare how those [external] structures help different animals move

(iv) compare how those [external] structures help different animals meet basic needs for survival

(B) record observations of and describe basic life cycles of animals, including a bird, a mammal, and a fish; and

Breakouts

(i) record observations of animals, including a bird

(ii) record observations of animals, including a mammal

(iii) record observations of animals, including a fish

(iv) describe basic life cycles of animals, including a bird

(v) describe basic life cycles of animals, including a mammal

(vi) describe basic life cycles of animals, including a fish

(C) compare ways that young animals resemble their parents.

Breakouts

(i) compare ways that young animals resemble their parents