

**Alignment to Alaska
Science, Math, & History Standards
based on the story text and the
“For Creative Minds” (FCM) educational section**

[ABC Safari](#)

[Animals are Sleeping](#)

[Baby Owl's Rescue](#)

[The Best Nest](#)

[Blackberry Banquet](#)

[Burro's Tortillas](#)

[Carolina's Story](#)

[Christmas Eve Blizzard](#)

[Count Down to Fall](#)

[Day in a Salt Marsh](#)

[Giraffe Who Was Afraid of Heights](#)

[Happy Birthday to Whooo?](#)

[Henry, the Impatient Heron](#)

[How the Moon Regained Her Shape](#)

[If a Dolphin Were a Fish](#)

[If You Were a Parrot](#)

[In Arctic Waters](#)

[In My Backyard](#)

[Julie the Rockhound](#)

[Kersplatypus](#)

[Little Skink's Tails](#)

[Loon Chase](#)

[Moose and Magpie](#)

[Mother Osprey](#)

[My Even Day](#)

[My Half Day](#)

[Ocean Hide and Seek](#)

[Ocean Seasons](#)

[Octavia](#)

[One Odd Day](#)

[One Wolf Howls](#)

[Paws, Claws, Hands and Feet](#)

[Pieces of Another World](#)

[Rainforest Grew All Around](#)

[River Beds](#)

[Saturn for my Birthday](#)

[Sort it Out!](#)

[Tudley Didn't Know](#)

[Turtle Summer](#)

[Turtles in my Sandbox](#)

['Twas the Day Before Zoo Day](#)

[Water Beds](#)

[What's New at the Zoo?](#)

[Where Should Turtle Be?](#)

[Whistling Wings](#)

Alaska-related titles

In Arctic Waters

Loon Chase

Ocean Seasons

One Wolf Howls

Whistling Wings

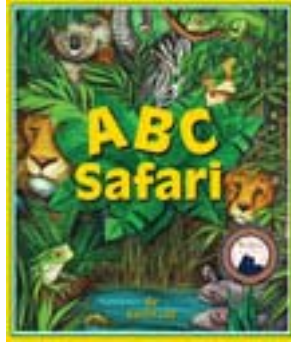
[Arctic Studies Center: Sea Mammals](#)

[Alaska Wildlife Notebook: Loons](#)

[Alaska Wildlife Notebook: Humpback](#)

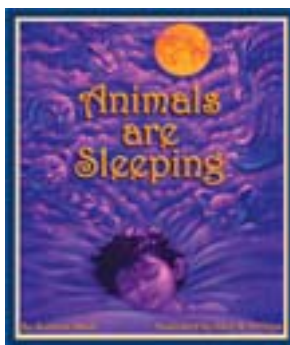
[Alaska Wildlife Notebook: Wolves](#)

[Alaska Wildlife Notebook: Swans](#)



- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



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[Return to top](#)



- an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive
- SA3.1
- understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution
- SC1
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- an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by contrasting inherited traits (e.g., flower color, number of limbs) with those that are not (riding a bike, scar from an accident)
- SC1.1
- an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC1.2
- understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
- SC2
- an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by choosing appropriate tools (i.e., hand lens, microscopes, ruler, balance) to examine the basic structural components (e.g., stems, leaves, fish scales, wings) of living things
- SC2.1
- an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by sorting animals and plants into groups based on appearance and behaviors
- SC2.1
- an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by describing the basic characteristics and requirements of living things
- SC2.2
- an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC2.2
- understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.
- SC3
- an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)
- SC3.1

[Return to top](#)



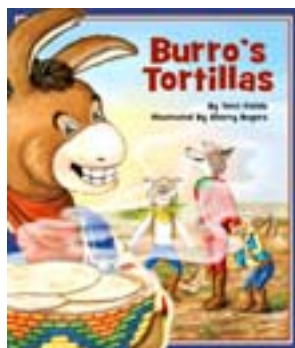
- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
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[Return to top](#)



- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SA3.1 identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive
- SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)
- SA3.1 observing local conditions that determine which plants and/or animals survive (L)
- SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live
- SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
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[Return to top](#)



- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC2.2 describing the basic characteristics and requirements of living things
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)
- SE1.1 recognizing that tools (e.g., spear, hammer, hand lens, kayak, computer) and processes (e.g., drying fish, sewing, photography) are an important part of human cultures
- SE2.1 identifying the function of a variety of tools (e.g., spear, hammer, hand lens, kayak, computer)

[Return to top](#)



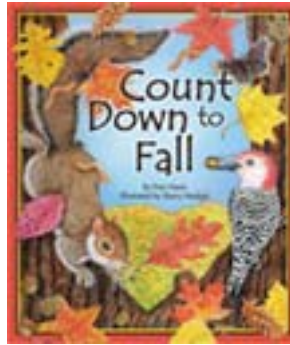
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[Return to top](#)



- K N-5. whole numbers to 20 by identifying ordinal position, first to the tenth (M1.1.4)
- M10.1.1. Apply mathematical skills and processes to literature.
- N-3 using appropriate representations of ordinal or cardinal numbers (M1.1.4)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SA3.1 identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive
- SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)
- SA3.1 observing local conditions that determine which plants and/or animals survive (L)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
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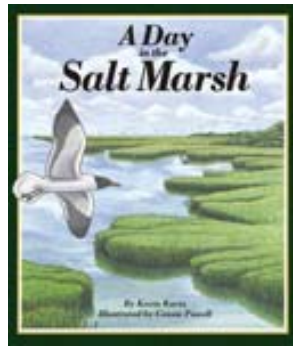
[Return to top](#)



- an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive
- SA3.1 understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution
- SC1 an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by contrasting inherited traits (e.g., flower color, number of limbs) with those that are not (riding a bike, scar from an accident)
- SC1.1 understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
- SC2 an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by choosing appropriate tools (i.e., hand lens, microscopes, ruler, balance) to examine the basic structural components (e.g., stems, leaves, fish scales, wings) of living things
- SC2.1 an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by identifying and sorting animals into groups using basic external and internal features
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- SC2.2 an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC2.2 understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.
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- SC3 an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)
- SC3.1 reasonable answers to real-life situations, paper/pencil computations, or calculator results by comparing the number of objects in different sets using more, less, same
- E&C-1. reasonable answers to real-life situations, paper/pencil computations, or calculator results by estimating the number of objects in a given set as more or less than 10
- E&C-2. (M3.1.1)

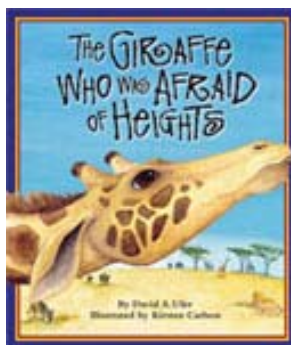
- E&C-3. solves problems (including real-world situations) involving adding and subtracting whole numbers up to ten using manipulatives (M3.1.3)
- F&R-1. functions, patterns, or sequences by recognizing patterns found in common objects, sounds, and movements (M4.1.1)
- F&R-2. functions, patterns, or sequences by creating patterns involving number, shape, size, rhythm, or color (M4.1.1)
- F&R-2. functions, patterns, or sequences by identifying, sorting, and classifying objects by attribute and identifying objects that do not belong to a particular group (M4.1.1)
- F&R-3. functions, patterns, or sequences by recognizing, identifying, and continuing simple patterns of color, shape, or size (M4.1.1)
- G-1. understanding of geometric relationships by sorting and classifying shapes according to similar attributes (M5.1.1)
- G-2. understanding of geometric relationships by describing objects using three attributes such as size, color, and shape (M5.1.1)
- G-3. conceptual understanding of similarity, congruence, symmetry, or transformations of shapes by identifying, creating, or drawing lines of symmetry for real-world objects (e.g., block letters, flags, insects) (M5.1.3)
- G-4. similarity, congruence, symmetry, or transformations of shapes by comparing geometric shapes (M5.1.3)
- G-4. similarity, congruence, symmetry, or transformations of shapes by comparing shapes in the real world (M5.1.3)
- M10.1.1 Apply mathematical skills and processes to literature.
- M5.1.5 Describe and identify geometric transformations including slides, flips, and turns. making comparisons between objects using concepts of big/little, long/short, large/small, more/less, same (M2.1.1)
- MEA-1. mathematical operations by using number lines or objects related to real situations (M1.1.3)
- N-11. whole numbers to 20 by recognizing and counting whole numbers from 0-20 (M1.1.1)
- N-2. whole numbers to 20 by counting whole numbers backwards from 10 to 0 (M1.1.1)
- N-4. an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by observing local conditions that determine which plants and/or animals survive (L)
- SA3.1 an understanding of the structure and properties of matter by classifying matter according to physical properties (i.e., color, size, shape, weight, texture, flexibility)
- SB1.1 an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)
- SC1.1

[Return to top](#)



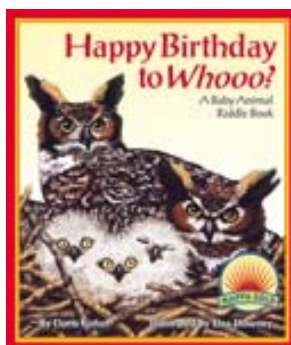
- K MEA-5. telling time to the hour using analog and digital clocks (M2.1.4)
- M10.1.1. Apply mathematical skills and processes to literature.
- M2.1.1. Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.
- MEA-2 comparing and ordering objects according to measurable attribute (calendar, length, temperature, weight, area, or volume L) (M2.1.1)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
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[Return to top](#)



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[Return to top](#)



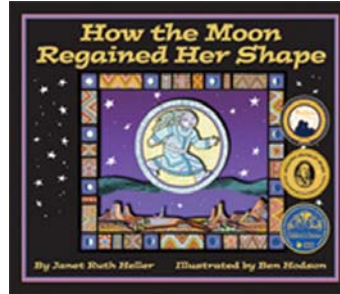
- 2 MEA-2. comparing and ordering objects by length, weight, area, time, temperature (M2.1.1)
- K N-11. mathematical operations by using number lines or objects related to real situations (M1.1.3)
- M10.1.1. Apply mathematical skills and processes to literature.
- M2.1.1. Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.
- MEA-2 comparing and ordering objects according to measurable attribute (calendar, length, temperature, weight, area, or volume L) (M2.1.1)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
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[Return to top](#)



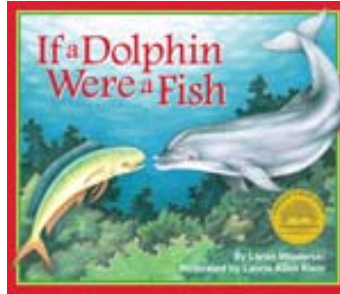
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- SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)
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[Return to top](#)



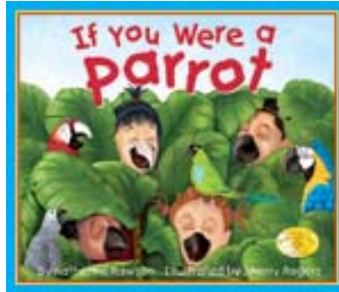
- 2 MEA-8. ordering the months of the year (M2.1.1)
- M10.1.1. Apply mathematical skills and processes to literature.
- M2.1.1. Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.
- MEA-2 comparing and ordering objects according to measurable attribute (calendar, length, temperature, weight, area, or volume L) (M2.1.1)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SD3.1 observing a model that shows how the regular and predictable motion of the Earth and moon determine the apparent shape (phases) of the moon over time (L)
- SD4.1 distinguishing among stars, planets, moons, comets, and meteors (L)
- SD4.2 recognizing that objects have properties, locations, and movements that can be observed and described
- SE2.2 comparing multiple explanations (e.g., oral traditions, folklore, scientific theory) of everyday events (e.g., weather, seasonal changes) (L)

[Return to top](#)



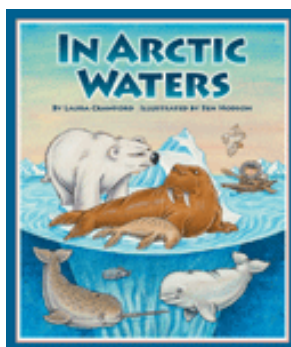
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[Return to top](#)



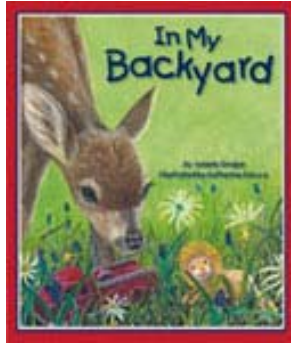
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[Return to top](#)



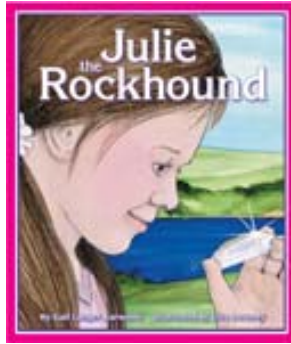
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- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)
- SE1.1 recognizing that tools (e.g., spear, hammer, hand lens, kayak, computer) and processes (e.g., drying fish, sewing, photography) are an important part of human cultures
- SE2.1 identifying the function of a variety of tools (e.g., spear, hammer, hand lens, kayak, computer)

[Return to top](#)



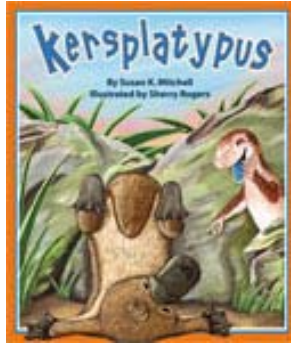
- K N-2. whole numbers to 20 by recognizing and counting whole numbers from 0-20 (M1.1.1)
- M10.1.1. Apply mathematical skills and processes to literature.
- N-1 reading, writing, ordering, or counting L (M1.1.1)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



- M10.1.1. Apply mathematical skills and processes to literature.
- M2.1.1. Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.
- MEA-2 comparing and ordering objects according to measurable attribute (calendar, length, temperature, weight, area, or volume L) (M2.1.1)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SD1.1 recognizing that most rocks are composed of combinations of different substances

[Return to top](#)



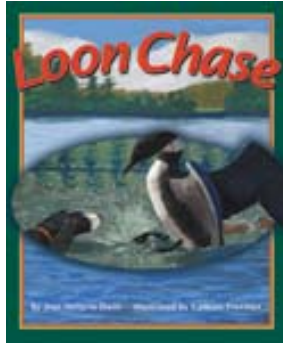
- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
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- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



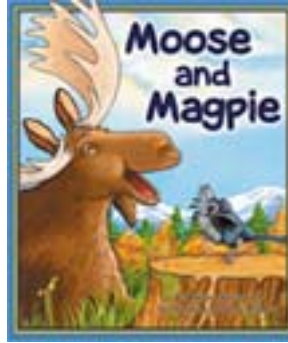
- G-7 describing the relative location of places or objects on a map using compass directions of north, south, east, or west (L) (M5.2.6)
- G-8 locating points of given coordinates on a grid or identifying coordinates for a given point (e.g., items on a treasure map) (L) (M5.2.6)
- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
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- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SA3.1 identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive
- SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)
- SA3.1 observing local conditions that determine which plants and/or animals survive (L)
- SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live
- SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC1.2 describing fossil evidence (e.g., casts, track ways, imprints, etc.) of extinct organisms
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)
- SF1.1 connecting observations of nature to a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface) (L) Cross referenced with SA3.1.
- SF2.1 connecting observations of nature to a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface) (L) Cross referenced with SA3.1.
- SF2.1 telling a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface) and relating it to a scientific explanation*(L) Cross referenced with SA3.1.
- SF3.1 connecting observations of nature to a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface) (L) Cross referenced with SA3.1.
- SF3.1 telling a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface) and relating it to a scientific explanation*(L) Cross referenced with SA3.1.

[Return to top](#)



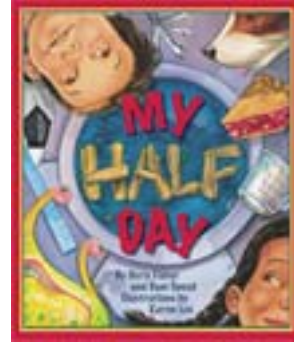
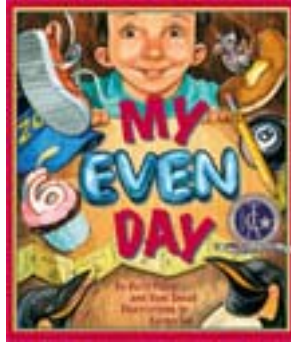
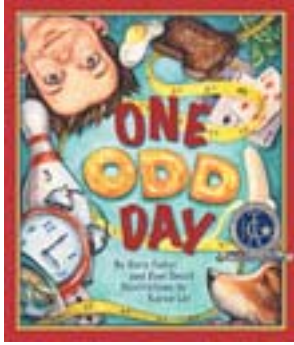
AK symbols	Animal: Moose interactions with the environment provide an opportunity for understanding scientific concepts by identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive
SA3.1	understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution
SC1	an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by contrasting inherited traits (e.g., flower color, number of limbs) with those that are not (riding a bike, scar from an accident)
SC1.1	how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)
SC1.1	an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live
SC1.1	how science explains changes in life forms over time, including heredity, the process of natural selection, and biological evolution by describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
SC1.2	structure, function, behavior, development, life cycles, & diversity of living organisms.
SC2	the structure, function, behavior, development, life cycles, and diversity of living organisms by choosing appropriate tools (i.e., hand lens, microscopes, ruler, balance) to examine the basic structural components (e.g., stems, leaves, fish scales, wings) of living things
SC2.1	an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by identifying and sorting animals into groups using basic external and internal features
SC2.1	an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by sorting animals and plants into groups based on appearance and behaviors
SC2.1	an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by describing the basic characteristics and requirements of living things
SC2.2	an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
SC2.2	understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.
SC3	an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)
SC3.1	

[Return to top](#)



- G-10. understanding of position and direction by creating a simple map to show location of objects (M5.1.6)
- G-5. understanding of position and direction by identifying positions of objects that are above, below, before, after, next to, in the middle of, in front of, behind... (M5.1.6)
- G-5. understanding of position and direction by modeling directional and positional concepts
- G-7. understanding of position and direction by describing the relative location of places or objects on a map using compass directions of north, south, east, or west (L) (M5.2.6)
- G-8. understanding of position and direction by locating points of given coordinates on a grid or identifying coordinates for a given point (e.g., items on a treasure map) (L) (M5.2.6)
- M10.1.1 Apply mathematical skills and processes to literature.
- M10.2.1 Apply mathematical processes to social studies.
- M5.1.6 Use comparative directional and positional words: above, below, inside, outside, on, in, right and left, horizontal, vertical, and middle. Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid
- M5.2.6

[Return to top](#)



One Odd Day

- 1 F&R-2. functions, patterns, or sequences by creating patterns involving number, shape, size, rhythm, or color (M4.1.1)
- 1 N-9. number theory by identifying odd and even numbers up to 20 (M1.1.6)
- 1 S&P-5. probability and counting techniques by predicting, interpreting, and comparing data using events or repeated observations (M6.1.4)
- 2 S&P-5. probability and counting techniques by recognizing the difference between chance and certainty (M6.1.4)
- K S&P-4. probability and counting techniques by making simple predictions using events or repeated observations (M6.1.4)
- M1.1.6. Identify, describe, and extend patterns inherent in the number system. Skip count by 2's 5's and 10's. Add and subtract by 10. Identify even and odd numbers.
- M10.1.1. Apply mathematical skills and processes to literature.
- M6.1.4. Find and record the possibilities of simple probability experiments; explain differences between chance and certainty, giving examples.
- N-9 identifying or using patterns in the number system (skip count by 2's, 5's, or 10's; add or subtract by 10; even or odd numbers) (M1.1.6)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- S&P-4 predicting or explaining the probability of all possible outcomes in a simple experiment (e.g., spinners, dice, coins) (M6.2.4)
- S&P-5 finding and recording L and making predictions about the likelihood of outcomes of a simple probability experiment (e.g., spinner, tossing a coin) (M6.1.4)

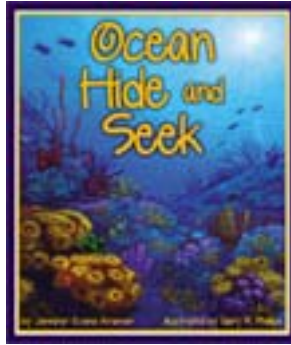
My Even Day

- 1 F&R-2. functions, patterns, or sequences by creating patterns involving number, shape, size, rhythm, or color (M4.1.1)
- 1 N-8. number theory by skip counting by 2's to 20 and 5's and 10's to 100 (M1.1.6)
- 1 N-9. number theory by identifying odd and even numbers up to 20 (M1.1.6)
- 2 N-7. number theory by identifying or using patterns in the number system (skip count by 2's, 5's, or 10's; add or subtract by 10; identify even or odd numbers) (M1.1.6)
- K N-12. number theory by demonstrating skip counting by 2's, 5's, and 10's with support (M1.1.6)
- M1.1.6. Identify, describe, and extend patterns inherent in the number system. Skip count by 2's 5's and 10's. Add and subtract by 10. Identify even and odd numbers.
- M10.1.1. Apply mathematical skills and processes to literature.
- N-9 identifying or using patterns in the number system (skip count by 2's, 5's, or 10's; add or subtract by 10; even or odd numbers) (M1.1.6)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)

My Half Day

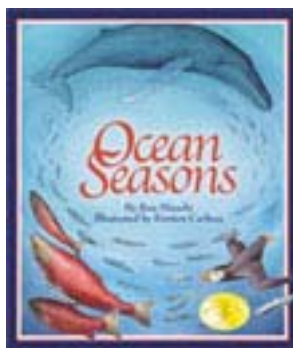
- 1 N-4. whole numbers to simple fractions dividing an even numbered set of concrete objects (up to 50) into halves (M1.1.5)
- 1 N-5. whole numbers to simple fractions dividing geometric shapes into equal halves, fourths, and thirds (M1.1.5)
- 2 N-3. whole numbers to simple fractions identifying fractions as equal parts of a whole, a region, or a set (M1.1.5)
- 2 N-4. whole numbers to simple fractions reading and writing numerals for simple fractions (M1.1.5)
- K N-6. whole numbers to simple fractions dividing an even numbered set of concrete objects (up to 20) into halves (M1.1.5)
- K N-7. whole numbers to simple fractions identifying halves (M1.1.5)
- K N-8. whole numbers to simple fractions identifying full, half full, and empty containers (M1.1.5)
- M1.1.5. Identify, model, and label simple fractions, describing and defining them as equal parts of a whole, a region, or a set.
- M10.1.1. Apply mathematical skills and processes to literature.
- N-4 identifying, describing with explanations, or illustrating equal parts of a whole, a region, or a set (using models) (M1.1.5)
- N-4 modeling, identifying, describing with explanations, or illustrating equal parts of a whole, a region, or a set (M1.2.4)
- N-5 identifying, describing with explanations, or illustrating equivalent fractions or mixed numbers (M1.2.4 & M3.2.5)
- N-5 identifying, describing with explanations, or illustrating equivalent representation of fractions (using models) (M1.1.5)
- N-5 modeling, identifying, describing with explanations, or illustrating equivalent fractions or mixed numbers (M1.2.4 & M3.2.5)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)

[Return to top](#)



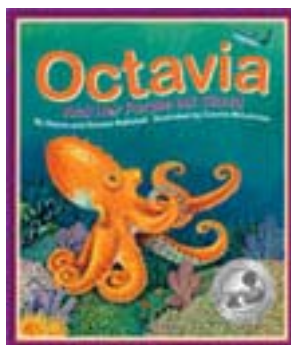
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



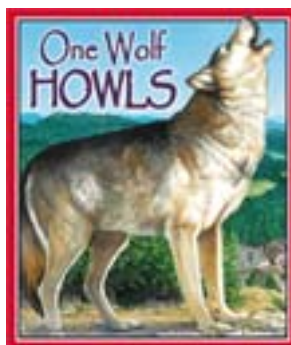
- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SA3.1 identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive
- SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)
- SA3.1 observing local conditions that determine which plants and/or animals survive (L)
- SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live
- SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)
- SC3.1 diagramming how matter and energy are transferred within and between living and nonliving things
- SC3.2 organizing a simple food chain of familiar plants and animals (L)
- SC3.2 organizing a simple food chain of familiar plants and animals that traces the source of the energy back to sunlight

[Return to top](#)



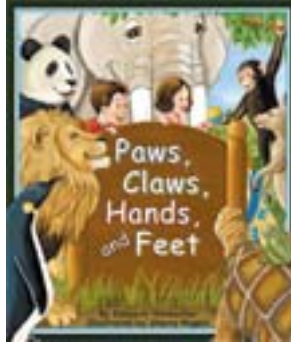
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
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- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



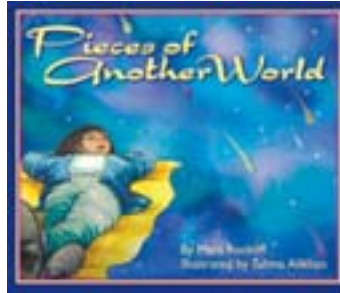
- 2 MEA-8. ordering the months of the year (M2.1.1)
- K N-2. whole numbers to 20 by recognizing and counting whole numbers from 0-20 (M1.1.1)
- M10.1.1. Apply mathematical skills and processes to literature.
- M2.1.1. Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.
- MEA-2 comparing and ordering objects according to measurable attribute (calendar, length, temperature, weight, area, or volume L) (M2.1.1)
- N-1 reading, writing, ordering, or counting L (M1.1.1)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SA3.1 identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive
- SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)
- SA3.1 observing local conditions that determine which plants and/or animals survive (L)
- SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live
- SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
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- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



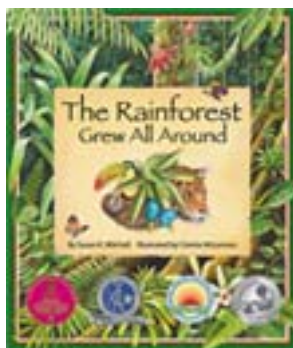
- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
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[Return to top](#)



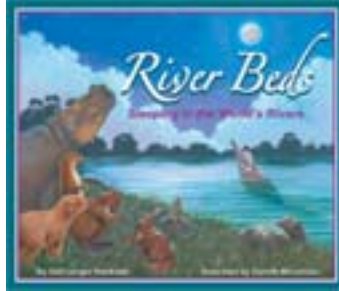
- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SD4.1 distinguishing among stars, planets, moons, comets, and meteors (L)
- SD4.2 recognizing that objects have properties, locations, and movements that can be observed and described

[Return to top](#)



- G-7 using directional terms (inside, outside, right, left, horizontal, vertical) to describe relative location of objects in a picture (L) (M5.1.6)
- K G-5. understanding of position and direction by identifying positions of objects that are above, below, before, after, next to, in the middle of, in front of, behind... (M5.1.6)
- M10.1.1. Apply mathematical skills and processes to literature.
- M5.1.6. Use comparative directional and positional words above, below, inside, outside, on, in, right and left, horizontal, vertical, and middle.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
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- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



Sequel to **Water Beds: Sleeping in the Ocean**

- G-7 describing the relative location of places or objects on a map using compass directions of north, south, east, or west (L) (M5.2.6)
- G-8 locating points of given coordinates on a grid or identifying coordinates for a given point (e.g., items on a treasure map) (L) (M5.2.6)
- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live
- SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



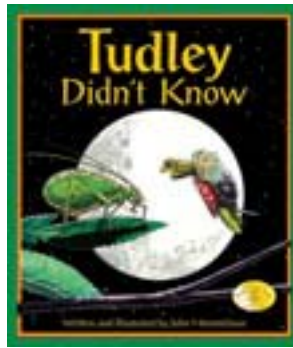
- SD4.1 distinguishing among stars, planets, moons, comets, and meteors (L)
- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)

[Return to top](#)



- K F&R-2. functions, patterns, or sequences by identifying, sorting, and classifying objects by attribute and identifying objects that do not belong to a particular group (M4.1.1)
- M10.1.1. Apply mathematical skills and processes to literature.
- M6.1.5. Conduct a survey and tally the results.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- S&P-1 designing an investigation and collecting L, organizing or displaying, using appropriate scale, data in real-world problems (e.g., social studies, friends, or school), using bar graphs, tables, charts, or diagrams with whole numbers up to 25 (M6.2.1 & M
- S&P-1 designing an investigation and collecting L, organizing, or displaying, using appropriate scale, data in real-world problems (e.g., social studies, friends, or school), using bar graphs, tables, charts, diagrams, or line graphs with whole numbers up to
- S&P-1 designing an investigation and collecting, recording L, organizing, displaying, or explaining the classification of data in real-world problems (e.g., literature, self, or family), using bar graphs, and Venn diagrams L (M6.1.1, M6.1.2, & M6.1.5)
- SB1.1 classifying matter according to physical properties (i.e., color, size, shape, weight, texture, flexibility)

[Return to top](#)



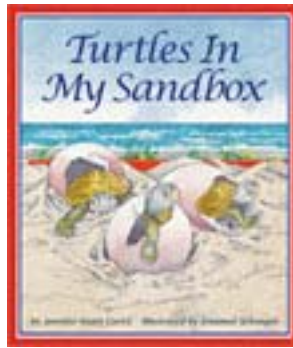
- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



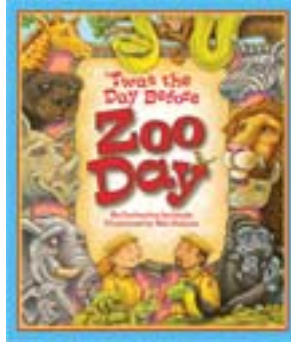
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[Return to top](#)



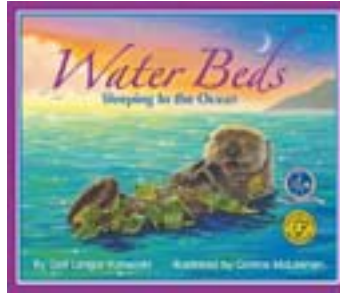
- M10.1.1. Apply mathematical skills and processes to literature.
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- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



- 2 MEA-2. comparing and ordering objects by length, weight, area, time, temperature (M2.1.1)
- M10.1.1. Apply mathematical skills and processes to literature.
- M2.1.1. Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.
- MEA-2 comparing and ordering objects according to measurable attribute (calendar, length, temperature, weight, area, or volume L) (M2.1.1)
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- S&P-2 using information from a variety of displays (tables, bar graphs, line graphs, or Venn diagrams) (M6.2.2)
- S&P-2 using information from a variety of displays (tables, bar graphs, or Venn diagrams) (M6.2.2)
- S&P-2 using information from a variety of displays (tallies, tables, pictographs, bar graphs, or Venn diagrams L) (M6.1.2)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
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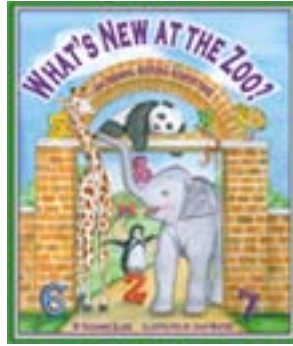
[Return to top](#)



Prequel to **River Beds: Sleeping in the World's Rivers**

- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live
- SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

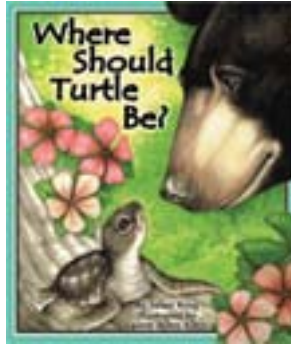
[Return to top](#)



- determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by finding “how many” or “how much” to 50 (M3.1.1)
- E&C-1 reasonable answers to real-life situations, paper/pencil computations, or calculator results by comparing the number of objects in different sets using more, less, same
- E&C-1. reasonable answers to real-life situations, paper/pencil computations, or calculator results by estimating the number of objects in a given set as more or less than 10 (M3.1.1)
- E&C-2. accurately solves problems (including real-world situations) by recalling basic addition and subtraction facts, sums to 20, and corresponding subtraction facts efficiently (L) (M3.1.2)
- E&C-3 solves problems (including real-world situations) involving adding and subtracting whole numbers up to ten using manipulatives (M3.1.3)
- E&C-3. solves problems (including real-world situations) involving recalling addition and subtraction facts 0-10 (M3.1.2)
- E&C-3. solves problems (including real-world situations) involving recalling addition and subtraction facts to 20 (M3.1.2)
- E&C-4. solves problems (including real-world situations) involving solving two-digit addition and subtraction problems using a variety of models and algorithms (M3.1.3)
- E&C-5. functions, patterns, or sequences by creating patterns involving number, shape, size, rhythm, or color (M4.1.1)
- F&R-2. algebraic thinking by adding and subtracting whole numbers to 20 using manipulatives to solve story problems (M4.1.4)
- F&R-3. algebraic thinking by solving a problem with an unknown (e.g., $7 + ? = 10$) (M4.1.4)
- F&R-3. algebraic thinking by using an open number sentence (addition or subtraction) to solve for an unknown represented by a box or circle (e.g., $5 + ? = 16$, $? - 7 = 4$, $5 + 2 = ?$) (M4.1.4)
- F&R-4 algebraic thinking by adding or subtracting whole numbers to 10 using manipulatives to solve story problems (M4.1.4)
- F&R-4. algebraic thinking by creating and solving problems using words, symbols, and drawings (M4.1.4)
- F&R-4. Model and explain the processes of addition and subtraction, describing the relationship between the operations.
- M1.1.3 Demonstrate the commutative and identity properties of addition.
- M1.1.7 Apply mathematical skills and processes to literature.
- M10.1.1 making comparisons between objects using concepts of big/little, long/short, large/small, more/less, same (M2.1.1)
- MEA-1. whole numbers to 20 by demonstrating 1-1 correspondence (M1.1.1)
- N-1. number theory by identifying fact families (M1.1.3)
- N-10.

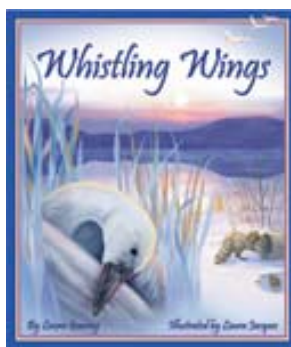
N-11.	mathematical operations by using number lines or objects related to real situations (M1.1.3)
N-6.	mathematical operations by using objects, pictures, and problem situations to model addition and subtraction of whole numbers (M1.1.3)
N-8.	number theory by modeling fact families (M1.1.3)
N-9.	mathematical operations by recognizing (+), (-), and (=) signs (M1.1.3)
PS-1.	problem solve by creating and solving a variety of problems using appropriate strategies (M7.1.1 & M7.1.2)
PS-1.	problem solve by creating and solving simple problems using a variety of strategies (M7.1.1 & M7.1.2)
SC1	understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution
SC1	understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution
SC1	understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution
SC1.2	an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
SC2	understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
SC2	understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
SC2	understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
SC2.1	an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by identifying and sorting animals into groups using basic external and internal features
SC2.1	an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by sorting animals and plants into groups based on appearance and behaviors
SC2.2	an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by describing the basic characteristics and requirements of living things
SC2.2	an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
SC3	understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.
SC3.1	an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)



- M10.1.1. Apply mathematical skills and processes to literature.
- PS-5 using real-world contexts such as literature, self, and family (M10.1.1. & M10.1.2)
- SA3.1 identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive
- SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)
- SA3.1 observing local conditions that determine which plants and/or animals survive (L)
- SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live
- SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L)
- SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species
- SC2.1 identifying and sorting animals into groups using basic external and internal features
- SC2.1 sorting animals and plants into groups based on appearance and behaviors
- SC2.2 describing the basic characteristics and requirements of living things
- SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce
- SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants)

[Return to top](#)