

## Fourth Grade State Performance Standards

<b>C1 – Concepts of Life Science</b>	<p><b>SC</b> Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.</p> <p><b>SC1</b> Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.</p> <p><b>SC2</b> Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.</p> <p><b>SC3</b> Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.</p>
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<b>Grade Level Expectations</b>	<b>KGBSD Student Objectives</b>
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<p><b>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection and biological evolution by:</b></p> <p>[4] SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live.</p> <p>[4] SC1.2 describing fossil evidence (e.g., casts, track ways, imprints, etc.) of extinct organisms.</p> <p><b>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by:</b></p> <p>[4] SC2.1 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.</p> <p>[4] SC2.2 describing the basic characteristics and requirements of living things.</p>	<p>K - SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live.</p> <p>K - SC1.2 describing fossil evidence (e.g., casts, track ways, imprints, etc.) of extinct organisms.</p> <p>K – SC1.3 comparing bones of various animals.</p> <p>K - SC2.1 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.</p> <p>K - SC2.2 describing the basic characteristics and requirements of living things.</p> <p>K – SC2.3 explaining that usable water is a limited resource on Earth.</p>
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Grade Level Expectations	KGBSD Student Objectives
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<p><b>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by:</b></p> <p>[4] SC3.1 identifying examples of living and non-living things <u>and the relationship between them</u> (e.g., living things need water, herbivores need plants).</p> <p>[4] SC3.2 identifying a simple food chain and diagramming how energy flows through it and describing the effects of removing one link.</p>	<p>K - SC3.1 identifying examples of living and non-living things <u>and the relationship between them</u>. .....</p> <p>(e.g., living things need water, herbivores need plants)</p> <p>K - SC3.2 identifying a simple food chain and diagramming how energy flows through it and describing the effects of removing one link. (e.g., owl pellets and/or Alaska Studies).</p> <p>K – SC3.3 relating and discussing the interdependent traits of life forms and their environments.</p>
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