



Bug Bonanza

Science Academic Standards for Grade 1

I.A.1.a. Use the senses to gather information about objects or events such as size, shape, color, texture, sound, position, and change (qualitative observations)

I.A.2.a. Compare, sort, and group concrete objects according to observable properties.

I.A.2.b. Arrange objects in sequential order.

I.A.4.a. Use drawings, tables, graphs, written and oral language to describe objects and explain ideas and actions.

I.B1.a. Ask a question about objects, organisms, and events in the environment.

I.B.1.a. Employ simple equipment, such as hand lenses, thermometers, balances, etc., to gather data and extend the senses.

II.C.2.a. Explore and describe that living things can change the environment.

Science Academic Standards for Grade 2

I.A.1.a. Use the senses to gather information about objects or events such as size, shape, color, texture, sound, position, and change (qualitative observations)

I.A.2.a. Compare, sort, and group concrete objects according to observable properties.

I.A.2.b. Arrange objects in sequential order.

I.A.4.a. Use drawings, tables, graphs, written and oral language to describe objects and explain ideas and actions.

I.B1.a. Ask a question about objects, organisms, and events in the environment.

I.B.1.a. Employ simple equipment, such as hand lenses, thermometers, balances, etc., to gather data and extend the senses.

II.A.1.a. Identify the basic needs of animals including shelter and living space.

II.A.2.a. Describe the relationship between animals and their habitats.

II.A.1.b. Group animals based on their habitats.

II.B.1.a Observe and describe the growth and development of animals throughout their life cycles.

II.B.1.b. Investigate and understand that animals go through a series of orderly changes in their life cycles.

II.B.1.c. Observe growth in animals over time.

II.B.2.a. Investigate that some animals go through distinct stages (metamorphosis) during their lives while others generally resemble their parents throughout their life cycle.

II.B.2.b Classify animals based on their similarities.

II.C.1.a. Investigate and describe ways in which animals interact with each other and with the environment.

Science Academic Standards for Grade 3

I.A.1.a. Use the senses to gather information about objects or events such as size, shape, color, texture, sound, position, and change (qualitative observations)

I.A.2.a. Compare, sort, and group concrete objects according to observable properties.

I.A.2.b. Arrange objects in sequential order.

I.A.4.a. Use drawings, tables, graphs, written and oral language to describe objects and explain ideas and actions.

I.B1.a. Ask a question about objects, organisms, and events in the environment.

I.B.1.a. Employ simple equipment, such as hand lenses, thermometers, balances, etc., to gather data and extend the senses.

I.B.1.a. Ask a question about objects, organisms, and events in the environment.

I.B.1.b. Use simple equipment and tools to gather data and extend the senses.

II.A.1.b. Select and describe an appropriate habitat for a plant or animal.

II.A.2.a. Investigate and predict how structural adaptations, such as methods of movement, defense, rearing young, camouflage and mimicry function to allow animals to respond to life needs.

II.B.1.a. Compare and describe growth of living things based on observations and measurements over time including stages of development and life.

II.B.1.b. Record and describe the growth and development of a specific plant or animal over time.

II.C.1.a. Investigate and predict ways living things will interact with each other and the environment.

II.C.1.b. Interpret the interdependency of plants and animals within a food chain by defining the following, producer, consumer, decomposer, herbivore, carnivore, omnivore, predator and prey.

Science Academic Standards for Grade 4

I.A.1.a. Use the senses and simple tools to gather information about objects or events such as size, shape, color, texture, sound, position, and change (qualitative observations).

I.A.4.a. Use drawings, tables, graphs, written and oral language to describe objects and explain ideas and actions.

I.B.1.a. Ask a question about objects, organisms, and events in the environment.

I.B.1.b. Select and use appropriate equipment and tools to gather data and extend the senses.

II.A.3.a. Identify and describe characteristics and behaviors that inherited (e.g., color of flowers and animal instincts).

II.A.3.b. Identify and describe characteristics and learned behaviors that enable organisms to survive in their environment (e.g., bear learning to fish).

II.A.3.c. Distinguish major groups of organisms based on significant characteristics (e.g. body covering, number of legs, body parts, type of skeleton).

II.B.1.a. Describe how animals behave and interact within groups (e.g., schools, flocks, packs, hives, and herds).

II.B.1.b. Describe how animals behave and interact within their environment (living and non-living).

II.B.2.a. Describe how organisms benefit their environment (e.g., earthworms improve the quality of soil, birds disperse seeds).

Academic Standards for Grade 5

I.A.1.a. Use the senses and simple tools to gather information about objects or events such as size, shape, color, texture, sound, position, and change (qualitative observations).

I.A.4.a. Use drawings, tables, graphs, written and oral language to describe objects and explain ideas and actions.

II.B.2.a. Distinguish among the roles organisms serve in a food web. (producers, decomposers, consumers, prey and predators).