



## **Dinosaurs Content Standards**

### **Kindergarten**

#### **Earth and Space Sciences**

##### Processes That Shape Earth

2. Explore that animals and plants cause changes to their surroundings.
3. Explore that sometimes change is too fast to see and sometimes change is too slow to see.

#### **Life Sciences**

##### Characteristics and Structure of Life

1. Explore differences between living and non-living things (e.g., plant-rock).

##### Heredity

4. Investigate variations that exist among individuals of the same kind of plant or animal.

##### Diversity and Interdependence of Life

5. Investigate observable features of plants and animals that help them live in different kinds of places.

#### **Scientific Inquiry**

##### Doing Scientific Inquiry

1. Ask "what if" questions.
2. Explore and pursue student-generated "what if" questions.

#### **Scientific Ways of Knowing**

##### Nature of Science

1. Recognize that scientific investigations involve asking open-ended questions. (How? What if?)

### **Grade One**

#### **Earth and Space Sciences**

##### Processes That Shape Earth

3. Explain that all organisms cause changes in the environment where they live; the changes can be very noticeable or slightly noticeable, fast or slow (e.g., spread of grass cover slowing soil erosion, tree roots slowly breaking sidewalks).

##### Life Sciences

##### Characteristics and Structure of Life

1. Explore that organisms, including people, have basic needs, which include air, water, food, living space and shelter.
3. Explore that humans and other animals have body parts that help to seek, find and take in food when they are hungry (e.g., sharp teeth, flat teeth, good nose and sharp vision).

##### Diversity and Interdependence of Life

5. Recognize that seasonal changes can influence the health, survival or activities of organisms.

### **Scientific Inquiry**

Doing Scientific Inquiry

1. Ask "what happens when" questions.
2. Explore and pursue student-generated "what happens when" questions.

### **Grade Two**

#### **Life Sciences**

Characteristics and Structure of Life

1. Explain that animals, including people, need air, water, food, living space and shelter; plants need air, water, nutrients (e.g., minerals), living space and light to survive.
3. Explain why organisms can survive only in environments that meet their needs (e.g., organisms that once lived on Earth have disappeared for different reasons such as natural forces or human-caused effects).

Heredity

4. Compare similarities and differences among individuals of the same kind of plants and animals, including people.

Diversity and Interdependence of Life

6. Investigate the different structures of plants and animals that help them live in different environments (e.g., lungs, gills, leaves and roots).

### **Scientific Inquiry**

Doing Scientific Inquiry

1. Ask "how can I/we" questions.
2. Ask "how do you know" questions (not "why" questions) in appropriate situations and attempt to give reasonable answers when others ask questions.
3. Explore and pursue student-generated "how" questions.
5. Use evidence to develop explanations of scientific investigations. (What do you think? How do you know?)

### **Grade Three**

#### **Life Sciences**

Diversity and Interdependence of Life

2. Relate animal structures to their specific survival functions (e.g., obtaining food, escaping or hiding from enemies).
3. Classify animals according to their characteristics (e.g., body coverings and body structure).
4. Use examples to explain that extinct organisms may resemble organisms that are alive today.
5. Observe and explore how fossils provide evidence about animals that lived long ago and the nature of the environment at that time.

**Grade Four**

**Life Sciences**

Diversity and Interdependence of Life

4. Observe and explore that fossils provide evidence about plants that lived long ago and the nature of the environment at that time.