

Science Content Standards Supported by
Elkus Ranch Environmental Education Programs
Grade Five

Life Sciences

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:
 - a. *Students know* many multicellular organisms have specialized structures to support the transport of materials.
 - c. *Students know* the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
 - e. *Students know* how sugar, water, and minerals are transported in a vascular plant.
 - f. *Students know* plants use carbon dioxide (CO_2) and energy from sunlight to build molecules of sugar and release oxygen.
 - g. *Students know* plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO_2) and water (respiration).

Earth Sciences

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:
 - d. *Students know* that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
 - e. *Students know* the origin of the water used by their local communities.

Investigation and Experimentation

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.
 - a. Classify objects (e.g. rocks, plants, leaves) in accordance with appropriate criteria.