

Important Concepts	Alaska Science Content Standard C2: Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
Biodiversity	
3-5 Level	

Grade Level Expectations:

The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by:

- [3] **SC2.1** sorting animals and plants into groups based on appearance and behaviors
- [3] **SC2.2** observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce
- [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
- [4] **SC2.2** describing the basic characteristics and requirements of living things
- [5] **SC2.1** identifying and sorting animals into groups using basic external and internal features
- [5] **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
- [5] **SC2.3** recognizing that organisms are composed of cells

According to AAAS's Benchmarks for Science Literacy*, some of the things that students should know and understand by the end of the fifth grade are:

A great variety of living things can be sorted into groups in many ways using various features to decide what belongs to which group.

There are millions of different kinds of individual organisms that inhabit the earth at any one time—some very similar to each other, some very different.

Human beings live longer than most other animals, but all living things die.

From food, people obtain fuel and materials for body repair and growth.

The indigestible parts of food are eliminated.

By breathing, people take in the oxygen they need to live.

Skin keeps the body from drying out and protects it from harmful substances and germs.

The brain gets signals from all parts of the body telling it what is going on there.

The brain also sends signals to parts of the body to influence what they do.

*Project 2061, American Association for the Advancement of Science, Benchmarks for Science Literacy. New York: Oxford University Press, 1993.