5th Grade: Ponds, Puddles, and People

Next Generation Sunshine State Standards

These NGSSS standards are taught or reinforced as a result of participating in this program.

- **SC.4.N.1.7-** Recognize and explain that scientists base their explanations on evidence.
- **SC.5.N.1.6-** Recognize and explain the difference between personal opinion and verified observation.

- **SC.3.E.5.2-** Identify the sun as a star that emits energy; some of it in the form of light.
- **SC.5.E.7.2-** Recognize that the ocean is an integral part of the water cycle and is connected to all of Earth's water reservoirs via evaporation and precipitation processes.
- **SC.5.E.7.3-** Recognize how air temperature, barometric pressure, humidity, wind speed, and direction, and precipitation determine the weather in a particular place and time.
- **SC.5.E.7.4-** Distinguish among the various from of precipitation, making connections to the weather in a particular place and time.
- **SC.5.E.7.5-** Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.
- **SC.5.E.7.6-** Describe characteristics (temperature and precipitation) of different climate zones as they relate to latitude, elevation, and proximity to bodies of water.

- **SC.3.P.9.1-** Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

- **SC.5.L.14.2-** Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support—some with internal skeletons, others with exoskeletons—while some plants have stems for support.
- **SC.3.L.15.1-** Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

- **SC.4.L.16.4-** Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.
- **SC.5.L.17.1-** Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycle variations, animal behaviors, and physical characteristics.
- **SC.3.L.17.1-** Describe how animals and plants respond to changing seasons.
- **SC.4.L.16.2-** Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
- **SC.4.L.16.3-** Recognize that animal behaviors may be shaped by heredity and learning.
- **SC.4.L.17.1-** Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
- **SC.4.L.17.4-** Recognize ways plants and animals, including humans, can impact the environment.
- **SC.5.L.15.1-** Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
- **SC.4.L.17.3-** Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.
- **SC.4.L.17.2-** Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.