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| **Science Learning Standards** | **Other** |
| ***K-ESS3-3.* Communicate solutions that will reduce the impact of humans on living organisms and non-living things in the local environment** | [***CCSS.ELA-LITERACY.SL.K.5***](http://www.corestandards.org/ELA-Literacy/SL/K/5/) **Add drawings or other visual displays to descriptions as desired to provide additional detail.**  [***CCSS.ELA-LITERACY.SL.K.6***](http://www.corestandards.org/ELA-Literacy/SL/K/6/) **Speak audibly and express thoughts, feelings, and ideas clearly.** |
| ***3-LS4-4.*** Make a claim about the merit of a solution to a problem caused when the environment changes and the  types of plants and animals that live there may change. | ***CC 3-5. SL.4*** presents ideas in an order that makes sense |
| ***5-ESS3-1.*** Obtain and combine information about ways individual communities use science ideas to protect Earth’s resources and environment. | ***CC 3-5. SL. 4*** chooses appropriate facts and relevant, descriptive ideas to support main ideas and themes |
| ***MS-LS1-5.*** Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. | ***CC 3-5. SL.6*** speaks appropriately for the situation, using formal English when appropriate |
| ***HS-LS2-6.*** Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. | [***CCSS.ELA-LITERACY.SL.11-12.5***](http://www.corestandards.org/ELA-Literacy/SL/11-12/5/)  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |