Science A–Z

THE HUMAN BODY (3–4)

Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in The Human Body unit support certain Next Generation Science Standards (NGSS). While a single reading resource, science activity, comprehension support, or lesson cannot satisfy an entire Performance Expectation, using these resources together can help students develop the understandings and abilities they will need in order to satisfy each standard listed below. Most standards cited align with the grade level of this Science A–Z unit. For a reverse correlation tool that connects the standards to resources, visit our NGSS correlations page: www.sciencea-z.com/main/NextGenerationScienceStandards.*

Check the Performance Expectations Key below this chart for the complete text of the standards cited for each resource.

Resource Type	Resource Title	Performance Expectations
Unit Nonfiction Book	*The Human Body* (3 reading levels)	**4-PS4-2; 4-LS1-1, 4-LS1-2; MS-LS1-3**
Project-Based Learning Pack	*Effects of Exercise on Body Systems*	**3-LS3-2; 4-LS1-1**
Process Activity	*Meter Stick Drop*	**4-LS1-2**
FOCUS Book	*Asthma*	**3-LS3-2; 4-LS1-1**
FOCUS Book	*Exercise: Get Moving!*	**3-LS3-2; MS-LS1-3**
FOCUS Book	*Sports Injuries*	**3-LS3-1; 4-LS1-1; 3-5-ETS1-2**
FOCUS Book	*Your Hardworking Heart*	**4-LS1-1; MS-LS1-3**
FOCUS Book	*Skin: It Has You Covered*	**4-LS1-1; MS-LS1-3**
Investigation Pack	Topic: Properties of the Skeletal System I. Files: *Ribs; Hands and Feet; Skull; Spine* Mystery File: *Cartilage*	**3-LS3-1; 4-LS1-1**
Debate	*One Recess or Two?*	**3-LS3-2; 3-5-ETS1-2**
Science Video	*Body Clocks and Obesity*	**3-LS3-2; 4-LS1-1; 4-LS1-2**
Science Video	*Digestive System*	**4-LS1-1**
Science Video	*Inside the Human Body*	**4-LS1-1**
Science Video	*Medicines from the Sea*	**MS-LS2-5**
Science Video	*Optical Illusions*	**4-LS1-2**
Science Video	*Tip of the Tongue Learning*	**4-LS1-2**
Science Video	*What's In Your Blood?*	**4-LS1-1**
Career Files	*Personal Trainer; Nurse; Choreographer*	**4-LS1-1**

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Resource Type	Resource Title	Performance Expectations
Quick Read	*Broken Bones* (3 reading levels)	**4-LS1-1**
Quick Read	*Why Do You Yawn?* (3 reading levels)	**4-LS1-2**
Science Diagram	*Circulatory System*	**4-LS1-1**
Science Diagram	*Digestive System*	**4-LS1-1**
Science Diagram	*Excretory System*	**4-LS1-1**
Science Diagram	*Human Circulatory and Plant Vascular Systems*	**4-LS1-1**
Science Diagram	*Human Skin and Sweating*	**4-LS1-1; 4-LS1-2**
Science Diagram	*Muscular System*	**4-LS1-1**
Science Diagram	*Nervous System*	**4-LS1-1; 4-LS1-2; MS-LS1-8**
Science Diagram	*Respiratory System*	**4-LS1-1**
Science Diagram	*Seven Major Body Systems*	**4-LS1-1; 4-LS1-2; MS-LS1-3**
Science Diagram	*Skeletal System*	**4-LS1-1**
Science Diagram	*The Sense of Sight*	**4-PS4-2; 4-LS1-2; MS-LS1-8**
Science Diagram	*The Sense of Smell*	**4-LS1-2; MS-LS1-8**
Science Diagram	*Types of Blood Cells*	**4-LS1-1; MS-LS1-3**

Performance Expectations Key

3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.