Science A–Z

INSIDE LIVING THINGS (5–6)

Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in the Inside Living Things 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	*Inside Living Things* (3 reading levels)	**4-LS1-1; MS-LS1-1; MS-LS1-2; MS-LS1-3; MS-LS1-7; MS-LS1-8; MS-LS2-1**
Process Activity	*Cell Models*	**4-LS1-1; MS-LS1-1; MS-LS1-2; MS-LS2-1**
Process Activity	*Changing Pulse Rates*	**4-LS1-1; MS-LS1-8**
Process Activity	*Lung Capacity*	**MS-LS1-5**
FOCUS Book	*Incredible Eyes*	**4-PS4-2; 4-LS1-2; MS-LS1-8**
FOCUS Book	*Parasites*	**4-LS1-1; MS-LS1-4**
FOCUS Book	*Transport Systems in Plants*	**4-LS1-1; MS-LS1-1; MS-LS1-3; MS-LS1-6**
FOCUS Book	*You've Got a Lot of Nerve!*	**4-LS1-2; MS-LS1-3; MS-LS1-8**
FOCUS Book	*Fighting Infection!*	**4-LS1-1; MS-LS1-2; MS-LS1-3**
Investigation Pack	Topic: Movement I. Files: *Grasshopper; Bee Hummingbird; Sidewinder; Bat Ray* Mystery File: *Sea Slug*	**4-LS1-1; 4-LS1-2; 5-PS3-1; MS-LS1-3; MS-LS1-7; MS-LS1-8**
Debate	*Flu Vaccines*	**3-5-ETS1-2**
Science Video	*Cats, Kids, and Asthma*	**MS-LS1-5; MS-LS1-8**
Science Video	*Dolphins at the Doctor*	**3-LS4-4; MS-LS2-1; MS-LS2-2; MS-LS2-4**
Science Video	*Medicines from the Sea*	**MS-LS1-5; MS-LS1-7; MS-LS2-5**
Science Video	*Sea Unseen*	**MS-LS1-5**
Career Files	*Cardiologist; Lab Technician; Radiographer*	**4-LS1-1; MS-LS1-3**

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Resource Type	Resource Title	Performance Expectations
Quick Read	*A Heart Machine* (3 reading levels)	**MS-LS1-2; MS-LS1-3**
Quick Read	*A Monkey's Robotic Arm* (3 reading levels)	**4-LS1-2; MS-LS1-3; MS-LS1-8**
Quick Read	*Bacteria Buddies* (3 reading levels)	**MS-LS1-3; MS-LS1-5; MS-LS1-7**
Quick Read	*Space Bones* (3 reading levels)	**MS-LS1-3; MS-LS1-5**
Quick Read	*The First Vaccine* (3 reading levels)	**MS-LS1-2; MS-LS1-5**
Quick Read	*Warm Blooded, Cold Blooded* (3 reading levels)	**MS-LS1-7**
Science Diagram	*Circulatory System*	**4-LS1-1; MS-LS1-3**
Science Diagram	*Digestive System*	**4-LS1-1; MS-LS1-3**
Science Diagram	*Excretory System*	**4-LS1-1; MS-LS1-3**
Science Diagram	*Human Circulatory and Plant Vascular Systems*	**4-LS1-1; MS-LS1-3**
Science Diagram	*Human Skin and Sweating*	**MS-LS1-2**
Science Diagram	*Muscular System*	**4-LS1-1; MS-LS1-3**
Science Diagram	*Nervous System*	**4-LS1-1; MS-LS1-3**
Science Diagram	*Plant Cell and Animal Cell*	**MS-LS1-2**
Science Diagram	*Respiratory System*	**4-LS1-1; MS-LS1-3**
Science Diagram	*Seven Major Body Systems*	**4-LS1-1; MS-LS1-3**
Science Diagram	*Skeletal System*	**4-LS1-1; MS-LS1-3**
Science Diagram	*Types of Blood Cells*	**MS-LS1-1**

Performance Expectations Key

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.

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.

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

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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-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

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

MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

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-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

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