Next Generation Science Standards | Common Core Standards KC to Sea Stormwater Curriculum	Day One: Event	Day Two: Dangerous Travel	Day 3: Cleaning Up (BMPS)	Day Four: Design Clean Water Projects	Day Five: Walking the Talk
4TH GRADE					
4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for the changes to landforms over time.					
4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering on the rate of erosion by water, ice, wind, or vegetation.					
4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.					
4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.					
CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					
CCSS.ELA-Literacy.W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.					
CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.					
CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.					
CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.					
CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.					
CCSS.Math.Content.4.MD.A.1 Know relative sizes of measurement units within one system of units. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.					
CCSS.Math.Content.4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.					
5TH GRADE					
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 and 5 topics and texts, building on others' ideas and expressing their own clearly. SL.4.1& SL.5.1					
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1 & L.5.1					
Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.3 & L.5.3					
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grades 4 & 5 reading and content, choosing flexibly from a range of strategies. L.4.4 & L.5.4					
CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.					
CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.					

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CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.					
5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere, interact.					
5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.					
5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.					
5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.					
5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (LS2.B only – Cycles of matter and energy transfer in ecosystems)					
5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.					
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.					
CCSS.Math.Content.5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.					
CCSS.Math.Content.5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.					
CCSS.Math.Content.5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm., cubic in., cubic ft., and improvised units.					
CCSS.Math.Content.5.MD.C.5 Related volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.					
MIDDLE SCHOOL (6 – 8TH GRADE)					
MS-ESS3.A: Natural Resources Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes.					
MS-ETS1.A: Defining and Delimiting Engineering Problems The more precisely a design task's criteria and constraints can be defined; the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.					
MS-ESS2.C: The Roles of Water in Earth's Surface Processes Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. Global movements of water and its changes in form are propelled by sunlight and gravity.					
MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at					

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varying time and spatial scales.					
MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.					
MS-ESS3.C: Human Impacts on Earth Systems Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.					
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment					
MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.					
MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.					
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.					