



# South Carolina Science Standards: Scavenger Hunt

## Third Grade

### (1) Science and Engineering Practices

#### (a) 3.S.1A.8

- (i) Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions, (2) understand phenomena, (3) develop models, or (4) support explanations, claims, or designs. Communicate observations and explanations using the conventions and expectations of oral and written language.

## Fourth Grade

### (1) Science and Engineering Practices

#### (a) 4.S.1A.8

- (i) Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions, (2) understand phenomena, (3) develop

models, or (4) support explanations, claims, or designs. Communicate observations and explanations using the conventions and expectations of oral and written language.

**(2) Life Science: Characteristics and Growth of Organisms**

(a) 4.L.5A.1

(i) Obtain and Communicate information about the characteristics of plants and animals to develop models which classify plants as flowering or nonflowering and animals as vertebrate or invertebrate.

## Fifth Grade

**(1) Science and Engineering Practices**

(a) 5.S.1A.8

(i) Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions, (2) understand phenomena, (3) develop models, or (4) support hypotheses, explanations, claims, or designs. Communicate observations and explanations using the conventions and expectations of oral and written language.

**(2) Life Science: Interdependent Relationships in Ecosystems**

(a) 5.L.4A.1

(i) Analyze and interpret data to summarize the abiotic factors (including quantity of light and water, range of temperature, salinity and soil composition) of different terrestrial ecosystems and aquatic ecosystems.

(b) 5.L.4A.2

- (i) Obtain and communicate information to describe and compare the biotic factors (including individual organisms, populations, and communities) of different terrestrial and aquatic ecosystems.
- (c) 5.L.4b.1
  - (i) Analyze and interpret data to explain how organisms obtain their energy and classify an organisms as producers, consumers (including herbivore, carnivore, and omnivore), or decomposers (such as fungi and bacteria)

## Grade Six

### (1) Science and Engineering Practices

#### (a) 6.S.1A.8

- (i) Obtain and evaluate scientific information to (1) answer questions, (2) explain or describe phenomena, (3) develop models, (4) evaluate hypotheses, explanations, claims, or designs or (5) identify and/or fill gaps in knowledge. Communicate using the conventions and expectations of scientific writing or oral presentations by (evaluating grade-appropriate primary or secondary scientific literature, or (2) reporting the results of student experimental investigations.

### (2) Life Science: Diversity of Life – Classification and Animals

#### (a) 6.L.4A.2

- (i) Develop and use models to classify organisms based on the current hierarchical taxonomic structure (including the kingdoms of protists, plants, fungi, and animals).

### (3) Life Science: Diversity of Life – Protists, Fungi and Plants

#### (a) 6.L.5A.1

(i) Analyze and interpret data from observations to compare how the structures of protists (including euglena, paramecium, and amoeba) and fungi allow them to obtain energy and explore their environment.

(b) 6.L.5A.2

(i) Analyze and interpret data to describe how fungi respond to external stimuli (including temperature, light, touch, water, and gravity).

## Grade Seven

(1) Science and Engineering Practices

(a) 7.S.1A.8

(i) Obtain and evaluate scientific information to (1) answer questions, (2) explain or describe phenomena, (3) develop models, (4) evaluate hypotheses, explanations, claims, or designs or (5) identify and/or fill gaps in knowledge. Communicate using the conventions and expectations of scientific writing or oral presentations by (1) evaluating grade-appropriate primary or secondary scientific literature, or (2) reporting the results of student experimental investigations.