

WS/FCS Life Science K-5 Vocabulary Overview

Performance vocabulary is included with the academic vocabulary in Science as students should know, understand, and be able to do. Therefore this list should be used to plan instructional experiences for students to engage with the content *and* vocabulary and apply learning to the world around them. Students are expected to possess command of vocabulary from previous grade moving forward.

Structures and Functions of Living Organisms					
<u>Kindergarten</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>
<i>K.L.1.1</i>	<i>No grade level expectation.</i>	<i>2.L.1.1</i>	<i>3.L.1.1</i>	<i>No grade level expectation.</i>	<i>5.L.1.1</i>
compare (P) determine (P) different/differences types particular same animal individual		summarize (P) life cycle -birth -develops into an adult -reproduce -aging and death adulthood sustain species phenologist* time	compare (P) muscles skeleton muscular system skeletal system structural framework protect support mobility physical therapist* human body systems		explain (P) survive cell single-celled unicellular multicellular specialized functions differentiated transport system
<i>K.L.1.2</i>		<i>2.L.1.2</i>	<i>3.L.1.2</i>		<i>5.L.1.2</i>
compare (P) observe (P) plant human characteristics similar/similarity living/alive death/dies organism non-living whole parts basic structure function growth/develop change life cycle* movement basic needs -air -food -water -shelter		compare (P) mealworms ladybugs crickets guppies frogs butterflies* stages metamorphosis* unique habitats	bone soft tissue contract relax produce motion initiate regulate life processes internal organs -heart -stomach -intestines		compare (P) human body systems -digestive system (mouth, esophagus, stomach, intestines) -respiratory system (nose, trachea, lungs) -circulatory system -cardiovascular system (heart, blood, vessels) -lymphatic system* -muscular system (muscles) -skeletal system (bones) health fitness

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Ecosystems					
<u>Kindergarten</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>
<i>No grade level expectation.</i>	<i>1.L.1.1</i>	<i>No grade level expectation</i>	<i>3.L.2.1</i>	<i>4.L.1.1</i>	<i>5.L.2.1</i>
	recognize (P) plants animals basic needs -air -water -food -light (plants only) -way to dispose of waste environment shelter space nesting		remember (P) function plant structures -roots -stems -leaves (synthesize) -flowers (attract) absorb nutrients pollinators seeds reproduction	give examples of (P) beneficial harmful	compare (P) ecosystems aquatic -estuaries -marshes (saltwater) -oceans (shoreline, continental shelf) -lakes -ponds terrestrial -forests (deciduous, rainforest) -grasslands
	<i>1.L.1.2</i>		<i>3.L.2.2</i>	<i>4.L.1.2</i>	continents
	give examples of (P) organism range of temperature North Carolina -coast/ seashore -piedmont -mountains world		explain (P) growth survival environmental conditions drought diminish*	explain (P) response information senses behaviors instinctive (inborn)* brain signals	salinity depth graphic representations food chains food webs energy pyramids
	<i>1.L.1.3</i>		<i>3.L.2.3</i>	<i>4.L.1.3</i>	<i>5.L.2.2</i>
	summarize (P) humans protect improve reuse recycle littering constructed environment natural environment beneficial detrimental		summarize (P) seed plant life cycles -seed -germination -seedling -adult	explain (P) adapt wastes establish rain gardens preserve ecological systems* planting trees/scrubs flooding erosion	classify (P) producers consumers decomposers biotic factor abiotic factors* organic matter nutrients waste material
	<i>3.L.2.4</i>		<i>4.L.1.4</i>	<i>5.L.2.3</i>	infer (P) interconnected relationships impact
			explain (P) basic soil properties -texture -capacity to hold water basic soil components -sand -clay -humus	explain (P) individuals population variation advantage acquire choice possess	

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Evolution and Genetics					
<u>Kindergarten</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>
<i>No grade level expectation.</i>	<i>No grade level expectation.</i>	<i>2.L.2.1</i>	<i>No grade level expectation.</i>	<i>No grade level expectation.</i>	<i>5.L.3.1</i>
		identify (P) observe (P) plants animals resemble parents appearance needs life processes interactions environment unique			explain (P) parents transmitted structure functions
		<i>2.L.2.2</i>			<i>5.L.3.2</i>
		recognize (P) variation individuals related organisms characteristics			give examples of (P) likenesses inherited learned community population culture offspring transfer genetic information acquire

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Molecular Biology					
<u>Kindergarten</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>
<i>No grade level expectation.</i>	<i>1.L.2.1</i>	<i>No grade level expectation.</i>	<i>No grade level expectation.</i>	<i>4.L.2.1</i>	<i>No grade level expectation.</i>
	summarize (P) basic needs -air -water -nutrients -light variety different plants energy growth			classify (P) substances -food -non-food ability provide derive material survival repair body	
	<i>1.L.2.2</i>			<i>4.L.2.2</i>	
	summarize (P) basic needs -air -water -food animals			explain (P) role vitamins dietary supplements essential development minerals exercise maintain healthy body	