

## Blue Planet Module Standard Correlations: Grades 3-7

### Next Generation Science Standards

Italics indicate connections between NGSS and Blue Planet Module.

Performance Expectation	Disciplinary Core Idea	Science and Engineering Practice	Crosscutting Concept
<p><b>5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</b></p>	<p><b>ESS2.C: The Roles of Water in Earth’s Surface Processes</b> • Nearly all of Earth’s available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.</p> <p><i>Video: visual, scaled comparison of salt water vs. fresh water percentages on Earth.</i></p> <p><i>Online text</i></p> <p><i>Online activity: Students observe that they randomly select the ocean vs. fresh water sources most often.</i></p>	<p><b>Using Mathematics and Computational Thinking</b></p> <ul style="list-style-type: none"> <li>• Describe and graph quantities such as area and volume to address scientific questions.</li> </ul> <p><i>Video: Visual pie chart with fresh water and land percentages.</i></p> <p><i>Online Activity: Students use basic statistical analysis to assess percentage of land vs. fresh water on Earth. Similar activity can be done in the classroom (Educator Resources).</i></p> <p><i>Students create a pie chart to represent the percentage of land vs. fresh water on Earth. (My Science Notebook)</i></p>	<p><b>Scale, Proportion, and Quantity</b></p> <ul style="list-style-type: none"> <li>• Standard units are used to measure and describe physical quantities such as weight and volume.</li> </ul> <p><i>Video: salt water vs. fresh water bathtub vs. teaspoon scaled comparison</i></p>

## Common Core ELA Standards

Assumes students read and discuss Critical Thinking Questions (Educator Resources)

3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade
RL.3.1, RL.3.7	RL.4.1	RL.5.1	RL.6.1, RL.6.2, RL.6.4	RL.7.1, RL.7.2
RI.3.1, RI.3.2, RI.3.3, I.3.4, RI.3.5, RI.3.7	RI.4.1, RI.4.2, RI.4.3, I.4.4, RI.4.5, RI.4.7, RI.4.8	RI.5.1, RI.5.2, RI.5.3, I.5.4, 5.5, RI.5.7, RI.5.8	RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8	RI.7.1, RI.7.2, RI.7.4, RI.7.5, RI.7.7, RI.7.8
RF.3.3.a, RF.3.3.b, RF.3.3.c, RF.3.3.d, RF.3.3.e, RF.3.4.a, RF.3.4.c	RF.4.3.a, RF.4.4.a, RF.4.4.c	RF.5.3.a, RF.5.4.a, RF.5.4.c		
W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.4, W.3.5, W.3.8	W.4.1.a, W.4.1.b, W.4.1.c, W.4.1.d, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.4, W.4.5, W.4.8, W.4.9.b	W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.c, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.4, W. 5.5, W.5.8, W.5.9.b	W.6.1.a, W.6.1.b, W.6.1.c, W.6.1.d, W.6.1.e, W.6.2.a, W.6.2.b, W.6.2.c, W.6.2.d, W.6.2.e, W.6.2.f, W.6.4, W.6.7, W.6.9.b	W.7.1.a, W.7.1.b, W.7.1.c, W.7.1.d, W.7.1.e, W.7.2.a, W.7.2.b, W.7.2.c, W.7.2.d, W.7.2.e, W.7.2.f, W.7.4, W.7.9.b
SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.3, SL.3.4, SL.3.6	SL.4.1.a, SL.4.1.b, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6	SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.1.d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6	SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d, SL.6.2, SL.6.4, SL.6.6	SL.7.1.a, SL.7.1.b, SL.7.1.c, SL.7.1.d, SL.7.2, SL.7.4, SL.7.6
L.3.1.f, L.3.1.g, L.3.1.i, L.3.2.a, L.3.2.e, L.3.3.a, L.3.3.b, L.3.4.a, L.3.4.b, L.3.4.c, L.3.4.d, L.3.6	L.4.1.a, L.4.1.b, L.4.1.c, L.4.1.d, L.4.1.e, L.4.1.f, L.4.1.g, L.4.2.a, L.4.2.b, L.4.2.c, L.4.2.d, L.4.3.a, L.4.3.b, L.4.3.c, L.4.4.a, L.4.4.b, L.4.4.c, L.4.6	L.5.1.c, L.5.2.e, L.5.3.a, L.5.4.a, L.5.4.b, L.5.4.c, L.5.6	L.6.1.e, L.6.2.a, L.6.2.b, L.6.4.a, L.6.4.b, L.6.4.c, L.6.4.d, L.6.6	L.7.2.b, L.7.3.a, L.7.4.a, L.7.4.b, L.7.4.c, L.7.4.d, L.7.6
			RH.6-8.1, RH.6-8.4, RH.6-8.5, RH.6-8.7, RST.6-8.1, RST.6-8.2, RST.6-8.3, RST.6-8.4, RST.6-8.5, RST.6-8.6, RST.6-8.7, WHST.6-8.1.b, WHST.6-8.1.d, WHST.6-8.1.e, WHST.6-8.2.a, WHST.6-8.2.b, WHST.6-8.2.c, WHST.6-8.2.d, WHST.6-8.2.e, WHST.6-8.2.f, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9	

### Common Core Math Standards

3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade
3.NF.1	N/A	N/A	6.SP.1	7.SP.2, 7.SP.6

### Ocean Literacy Standards

(1) The Earth has one big ocean with many features	<p>(a) The ocean is the dominant physical feature on our planet Earth – covering approximately 70% of the planet’s surface. There is one ocean with many ocean basins, such as the North Pacific, South Pacific, North Atlantic, South Atlantic, Indian and Arctic.</p> <p>(e) Most of earth’s water (97%) is in the ocean. Seawater has unique properties: it is saline, its freezing point is slightly lower than fresh water, its density is slightly higher, its electrical conductivity is much higher, and it is slightly basic. The salt in seawater comes from eroding land, volcanic emissions, reactions at the seafloor, and atmospheric deposition.</p>
(3) The ocean is a major influence on weather and climate.	(a) The ocean controls weather and climate by dominating the Earth’s energy, water and carbon cycles.
(6) The ocean and humans are inextricably interconnected.	(g) Everyone is responsible for caring for the ocean. The ocean sustains life on Earth and humans must live in ways that sustain the ocean. Individual and collective actions are needed to effectively manage ocean resources for all.

Source: National Oceanic and Atmospheric Administration, et al. 2006. *Ocean Literacy: The Essential Principles of Ocean Sciences, K-12*. Washington, DC: NOAA.