Crosswalk Between Extended Standards	
2006	**2011**
Kindergarten	
Extended Competency Goal 1	**Structures and Functions of Living Organisms**
Life Science	**EX.K.L.1 Understand basic categories such as plants, animals, people, and objects.**
Observe and communicate similarities and differences among animals Development (baby vs. mature); Structure and movement (4 legs vs. 2 legs, etc.); Basic needs (food, water, air, etc.).	EX.K.L.1.1 Identify animate (moving) and inanimate objects. EX.K.L.1.2 Identify plant vs animal. EX.K.L.1.3 Categorize things as plant, animal, person, or object.
Extended Competency Goal 2	**Ecosystem**
Earth/Environmental Science	**EX.K.L.2 Use observation skills to attend to the environment.**
Explore, observe and communicate daily weather and its effects on human activities.	EX.K.L.1.1 Use one or more of the senses to shift attention between a person and objects or events. EX.K.L.1.2 Describe shared objects and events using attributes (big/small, circle/square, red, green, blue), and location (in, on, out, under, off, beside, behind).
Extended Competency Goal 3	**Earth Systems, Structures and Processes**
Earth/Environmental Science	**EX.K.E.1 Explore changes when manipulating objects.**
Explore, observe, and communicate properties of common objects - Use of senses to describe and sort by properties (characteristics: texture, color, shape, size, smell, sound) in common objects in nature (e.g., sand, soil, water, air)	EX.K.E.1.1 Use objects to make things happen (cause/effect). EX.K.E.1.2 Compare characteristics of objects through observation and action. EX.K.E.1.3 Combine objects to create different effects.

Extended Competency Goal 4	Forces and Motion
Physical Science	**EX.K.P.1 Identify positions and motions of familiar objects in the environment.**
Explore, observe, and communicate uses of nonstandard and standard units of measure	EX.K.P.1.1 Locate familiar objects in the environment. EX.K.P.1.2 Indicate the movement of objects in the environment to demonstrate motion (to include falling to the ground when dropped). · Straight · Back and forth · Fast and slow EX.K.P.1.3 Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.
	Matter, Properties and Change
	EX.K.P.2 Identify objects by their physical properties.
	EX.K.P.2.1 Identify objects by their physical properties as "same" or "different." EX.K.P.2.2 Sort objects by observable physical properties (including size, color, shape and texture).

Crosswalk Between Extended Standards	
2006	**2011**
1st Grade	
Extended Competency Goal 1	**Structures and Functions of Living Organisms**
Life Science	**EX.1.L.1 Understand characteristics of living and nonliving things.**
Investigate needs of plants and animals - Air, food, water and space.	EX.1.L.1.1 Classify objects, people and animals as living or nonliving. EX.1.L.1.2 Identify major external human body parts (head, eyes, ears, nose, mouth, hands, feet, legs and arms).
Extended Competency Goal 2	**Ecosystem**
Earth/Environmental Science	**EX.1.L.2 Understand characteristics of various environments.**
Develop and use student's own system to sort solid earth materials.	EX.1.L.2.1 Identify ones own environment when transitioning from place to place (e.g., school, home, outside). EX.1.L.2.2 Identify living and nonliving things in indoor and outdoor environments. EX.1.L.2.3 Describe materials found in various environments (e.g. rocks, soil, water, clay, wood, cloth, paper). EX.1.L.2.4 Use one or more of the senses to make observations about the environment (e.g. weather conditions).
Extended Competency Goal 3	**Earth Systems, Structures and Processes**
Physical and Earth/Environmental Science	**EX.1.E.2 Identify differences in Earth materials.**
Explore, observe, communicate, and investigate properties of solids, liquids and mixtures Buoyancy (float or sink) The ability to roll or stack The tendency to flow *Connects with Earth/Environmental: goal includes concepts within both disciplines	EX.1.E.2.1 Identify change in an object (color, size, shape) using one or more of the senses. EX.1.E.2.2 Identify earth materials (rocks, soils and water).

Extended Competency Goal 4	Forces and Motion
Physical Science	**EX.1.P.1 Understand how pushes or pulls change the motion of an object.**
Explore, observe, and communicate balance, motion, and weight.	EX.1.P.1.1 Identify what is causing a stationary object to move: a push or pull. EX.1.P.1.2 Observe that objects initially at rest will move in the direction of the push or pull.
	Matter, Properties and Change
	EX.1.P.2 Understand physical properties of objects.
	EX.1.P.2.1 Classify objects by observable properties (size, shape, color, and texture). EX.1.P.2.2 Classify objects by the material they are made from (e.g., clay, wood, cloth, paper). EX.1.P.3.1 Recognize objects as same serving the same function even when one property has changed (e.g., size, color).

Crosswalk Between Extended Standards	
2006	**2011**
2nd Grade	
Extended Competency Goal 1	**Structures and Functions of Living Organisms**
Life Science	**EX.2.L.1 Compare characteristics of animals**
Explore and communicate stages of animal life	EX.2.L.1.1 Identify physical characteristics (head, tail, eyes, ears, nose, mouth, legs, paws, beak, feathers, fur) in a variety of animals. EX.2.L.1.2 Compare a variety of animals to determine how they are alike and different (i.e., dog—bark, four legs, tail; cat—meow, four legs, tail; soft/hard, big/little).
Extended Competency Goal 2	**Ecosystem**
Earth/Environmental Science	**EX.2.L.2 Identify characteristics of various environments and the resources they provide to help people survive.**
Explore and/or communicate the ways in which weather is measurable	EX.2.L.2.1 Identify different environments (mountains, beach, ocean/lakes/ponds, forests). EX.2.L.2.2 Identify living organisms (animals, people, plants) found in various environments. EX.2.L.2.3 Identify that people need water, food and shelter and that these may be found in their environment.
Extended Competency Goal 3	**Earth Systems, Structures and Processes**
Physical and Earth/Environmental Science	**EX.2.E.1 Understand change and note patterns of weather that occur from day to day.**
Explore and/or communicate changes in states of matter (liquids, solids, and gases)	EX.2.E.1.1 Compare daily weather conditions (same, different). EX.2.E.1.2 Recognize cold and hot temperatures.

Extended Competency Goal 4	Forces and Motion
Physical Science	**EX.2.P.1 Understand that vibrations create motion.**
Explore, observe, and communicate how different sounds are produced and how sound is detected - Note which part of body detects sound, proximity	EX.2.P.1.1 Demonstrate how constant pushing and pulling produce vibrations.
	Matter, Properties and Change
	EX.2.P.2 Understand properties of solids and liquids.
	EX.2.P.2.1 Identify objects and materials as solid or liquid (e.g. dry vs. wet). EX.2.P.2.2 Compare water in solid and liquid states. EX.2.P.2.3 Understand that heating and cooling water changes its state.

Crosswalk Between Extended Standards	
2006	**2011**
3rd Grade	
Extended Competency Goal 1	**Structures and Functions of Living Organisms**
Life Science	**EX.3.L.1 Understand basic functions of the human body.**
Investigate and communicate growth and development of plants Measuring plant growth Effects of environment Life stages of plants	EX.3.L.1.1 Identify basic functions of the human body (e.g. eating, breathing, moving, sleeping). EX.3.L.1.2 Identify basic needs of the human body (e.g. food, water, rest, protection). EX.3.L.1.3 Understand how the functions and basic needs of the human body are essential for life.
Extended Competency Goal 2	**Ecosystem**
Earth/Environmental Science	**EX.3.L.2 Understand how plants survive in their environment.**
Explore, observe, communicate and investigate an understanding of soil properties.	EX.3.L.2.1 Identify the structures (leaf, flower, roots and stem) of a plant and their functions. EX.3.L.2.2 Compare basic needs of plants (e.g. air, water, light, soil, food, space) to humans. EX.3.L.2.3 Compare soil components (sand/clay) and their capacity to retain water.
Extended Competency Goal 3	**Earth Systems, Structures and Processes**
Physical and Earth/Environmental Science	**EX.3.E.1 Understand how changes in the seasons effect the Earth.**
Explore, observe, communicate and investigate the relationships and patterns of movement of the earth, moon and sun.	EX.3.E.1.1 Identify common characteristics of the 4 seasons (winter, spring, summer, and fall). EX.3.E.1.2 Compare the changes which occur during each season (e.g. temperature changes, leaves falling, snow, wind blowing, flowers blooming).

Extended Competency Goal 4	Forces and Motion
Physical Science	**EX.3.P.1 Understand the factors that affect motion.**
Investigate structures of the human body and how they enable movement Bones Muscles Joints	EX.3.P.1.1 Identify different ways objects move (to include falling to the ground when dropped): • Straight • Up and Down • Fast and slow EX.3.P.1.2 Describe the effect of a push or a pull on the motion of an object (e.g. how far, direction, magnitude). EX.3.P.1.3 Compare objects (e.g., ramps and barriers) that may change the direction or speed of things that are already in motion.
	Matter, Properties and Change
	EX.3.P.2 Understand the properties of matter before and after they undergo change.
	EX.3.P.2.1 Identify liquids and how they take the shape of their container. EX.3.P.2.2 Compare properties of water to other objects (e.g. objects that can sink, float or stay suspended in water). EX.3.P.2.3 Identify processes (e.g. heating, cooling, cutting, smashing) that result in a physical change. EX.3.P.2.4 Compare the effect of temperature change on matter (e.g. melting ice or ice cream, boiling water, or freezing water).

Crosswalk Between Extended Standards	
2006	**2011**
4th Grade	
Extended Competency Goal 1	**Structures and Functions of Living Organisms**
Life Science	**EX.4.L.1 Understand the needs of living things.**
Explore, observe, communicate and investigate how animals are suited to their environments (adaptation).	EX.4.L.1.1.Identify healthy and unhealthy food choices for humans. EX.4.L.1.2 Understand the effects of healthy and unhealthy food choices on the body.
Extended Competency Goal 2	**Ecosystem**
Earth/Environmental Science	**EX.4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable plants and animals to survive in changing habitats.**
Explore, observe, communicate and investigate mineral properties, rock composition and the uses of rocks and minerals.	EX.4.L.1.1 Describe how animals adapt to their environment (e.g. bears hibernate in the winter, birds fly south for the winter, lizards change color). EX.4.L.1.2 Describe how plants adapt to their environments (e.g. plants grow towards the sun, leaves fall in the winter). EX.4.L.1.3 Identify ways that plants and animals protect themselves. EX.4.L.1.4 Understand why adaptations and changes in behavior are essential for survival.

Extended Competency Goal 3	Earth Systems, Structures and Processes
Physical and Earth/Environmental Science	**EX.4.E.1 Use the tools for observing, recording and measuring changes in weather conditions.**
Explore, observe, communicate and investigate magnetism and electricity The effects of magnets on different materials Conductors and insulators Evidence of a complete circuit (items turned on and off) Safety and use of electricity Changing electricity into other forms of energy (heat, light, sound, work, etc.) Lightning and safety	EX.4.E.1.1 Use a thermometer to record temperature changes, during the day, from day to day, and season to season. EX.4.E.1.2 Measure precipitation and note amounts (none, some, much) from day to day. EX.4.E.1.3 Understand that moving air is wind and it affects the weather and our environment.
Extended Competency Goal 4	**Forces and Motion**
Physical Science	**EX.4.P.1 Understand how force affects the motion of an object.**
Explore, observe, communicate and investigate that bodies require a variety of foods to remain healthy	EX.4.P.1.1 Describe the motion of a moving object (away from or closer). EX.4.P.1.2 Define force as a push or a pull. EX.4.P.1.3 Predict how forces can change the speed or direction of moving objects.
	Matter, Properties and Change
	EX.4.P.2 Compare solid materials by their physical properties.
	EX.4.P.2.1 Identify different types of solid materials (wood, rock, plastic, rubber, glass, metal). EX.4.P.2.2 Compare physical properties of solid materials (weight, texture, hardness, flexibility, and strength).

Crosswalk Between Extended Standards	
2006	**2011**
5th Grade	
Extended Competency Goal 1	**Structures and Functions of Living Organisms**
Life Science	**EX.5.L.1 Understand how internal and external structures of the human body perform functions necessary for life.**
Explore, observe, communicate and investigate how living (plants and animals) and non-living things are connected (climate, geography, amount of food/food chains, roles within ecosystems)	EX.5.L.1.1 Identify internal structures of the human body (e.g. heart, lungs, bones, stomach, muscles) and their functions. EX.5.L.1.2 Understand how the functions of internal and external structures (e.g. eyes, nose, ears, mouth) of the human body are essential for life.
Extended Competency Goal 2	**Ecosystem**
Earth/Environmental Science	**EX.5.L.2 Understand the interdependence of plants and animals with their ecosystem.**
Explore, observe, communicate and investigate the forces that shape landforms (water/ice, wind and gravity)	EX.5.L.2.1 Identify common ecosystems (e.g. oceans, lakes, deserts, forests, etc). EX.5.L.2.2 Identify animals and plants found in common ecosystems (e.g. ocean, forest, lake, desert, arctic). EX.5.L.2.3 Classify parts of different ecosystems as living and non-living.
Extended Competency Goal 3	**Earth Systems, Structures and Processes**
Physical and Earth/Environmental Science	**EX.5.E.1 Understand dangerous weather conditions.**
Observe, communicate and investigate patterns of weather over time (climate)	EX.5.E.1.1 Describe different types of weather (e.g. rain showers, thunderstorms, hail, tornadoes, hurricanes, blizzards). EX.5.E.1.2 Identify reasons for staying inside during severe weather (e.g. thunderstorms, hail, tornadoes, hurricanes).

Extended Competency Goal 4	Forces and Motion
Physical Science	**EX.5.P.1 Understand how force can change motion of objects.**
Explore, observe, communicate, and investigate forces and motion Measurement of motion Gravity as a force that causes motion Balanced and unbalanced forces • Other factors that affect motion (e.g., force, friction, inertia, momentum) Simple machines and how they help us (Note: inclined planes, ramps, wheels, pulleys, screws, levers, etc.)	EX.5.P.1.1 Describe factors that would make it easier or harder to push or pull an object (wheels, round, flat, heavy, light). EX.5.P.1.2 Compare changes in motion (speeding up, slowing down) under certain conditions (e.g., steeper ramp, more weight, more or less force).
	Matter, Properties and Change
	EX.5.P.2 Understand the structure and properties of matter before and after they undergo a change.
	EX.5.P.2.1 Identify processes (e.g. burning or cooking) that result in a chemical change in matter. EX.5.P.2.2 Compare physical and chemical changes of matter. EX.5.P.2.3 Classify changes in matter as physical (reversible) or chemical (irreversible).

Crosswalk Between Extended Standards	
2006	**2011**
6th Grade	
Extended Competency Goal 1	
Science Inquiry	**Embedded In Standards**
The learner will choose questions, choose procedures with guidance, follow safety procedures, observe, collect data (use measurement tools), analyze data and communicate results in scientific investigation.	
Extended Competency Goal 2	
Science Technological Design	**Embedded In Standards**
The learner will demonstrate an understanding of technological design.	
Extended Competency Goal 3	**Earth Systems, Structures and Processes**
Earth/Environmental	**EX.6.E.1 Compare structures of the Earth's surface.**
The learner will describe forces and processes that shape the earth. Observe and describe geological processes (volcanoes, earthquakes, plate tectonics, rock formation, minerals, etc.). Observe, describe and investigate soil and human activities that impact soil properties.	EX.6.E.1.1 Identify Earth's land features (e.g. mountains, valleys, volcanoes, islands). EX.6.E.1.2 Compare Earth's land features (e.g. mountains, valleys) by using models, pictures, diagrams, and maps.
Extended Competency Goal 4	**Structures & Functions of Living Organisms**
Life Science	**EX.6.L.1 Understand the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions.**
Explore, observe, communicate and investigate the cycling of matter and the flow of energy in biological systems Photosynthesis Producers Consumers Decomposers	EX.6.L.1.1 Identify functions of the parts of a plant. EX.6.L.1.2 Understand how the functions of plant structures (e.g. leaves, stem, roots, bloom) are essential for life.

Extended Competency Goal 5	Not Addressed
Earth/Environmental	
Observe and describe aspects of the solar system Sun, moon and related cycles, planets (including earth) and comets Space exploration and related technology	
Extended Competency Goal 6	**Forces and Motion**
Physical Science	**EX.6.P.1 Identify properties of waves**
Explore, observe, communicate and investigate how sound, heat and light cause change	EX.6.P.1.1 Recognize that vibrations produce waves. EX.6.P.1.2 Identify types of waves (e.g. water, light, seismic, sound).
	Matter, Properties and Change
	EX.6.P.2 Compare the structure and properties of matter before and after they undergo a change.
	EX.6.P.2.1 Identify the melting point and boiling points of water. EX.6.P.2.2 Understand the difference between mass and volume. EX.6.P.2.3 Compare densities of water with other solid and liquid matter (e.g. oil and water, water and ice).
Extended Competency Goal 7	**Ecosystem**
Life Science	**EX.6.L.3 Understand the role of producers and consumers in an ecosystem.**
Explore, observe, communicate and investigate the factors that influence the growth and decline of populations over time Physical environment Biological relationships Human population dynamics Natural selection and adaptation	EX.6.L.3.1 Define producers and consumers. EX.6.L.3.2 Classify living things as either producers or consumers.

Crosswalk Between Extended Standards	
2006	**2011**
7th Grade	
Extended Competency Goal 1	
Science Inquiry	**Embedded In Standards**
The learner will choose questions, choose procedures with guidance, follow safety procedures, observe, collect data (use measurement tools), analyze data and communicate results in scientific investigation	
Extended Competency Goal 2	
Science Technological Design	**Embedded In Standards**
The learner will demonstrate an understanding of technological design	
Extended Competency Goal 3	**Earth Systems, Structures and Processes**
Earth/Environmental	**EX.7.E.1 Understand the water cycle.**
Extension 1: Observe, describe and investigate air quality Extension 2: Observe, describe and investigate weather Prediction Weather hazards	EX.7.E.1.1 Recognize the water left in an open container evaporates over time. EX.7.E.1.2 Identify the parts of the water cycle (evaporation, condensation, precipitation, run off). EX.7.E.1.3 Describe the consequences of too much or too little water (e.g. drought, flooding).
Extended Competency Goal 4	**Structures and Functions of Living Organisms**
Life Science	**EX.7.L.1 Describe characteristics of living organisms that enable them to survive.**
Demonstrate knowledge of how the human body works	EX.7.L.1.1 Identify that insects spread pollen to help flowering plants make seeds. EX.7.L.1.2 Describe ways that a plant and an animal help each other. EX.7.L.1.3 Describe characteristics that help a plant or an animal survive.

Extended Competency Goal 5	Ecosystems
Life Science	**EX.7.L.2 Understand the role of decomposers in an ecosystem.**
Observe and investigate patterns of heredity	EX.7.L.2.1 Define decomposers. EX.7.L.2.2 Understand how decomposers and consumers are different. EX.7.L.2.3 Classify living organisms as producers, consumers, or decomposers.
Extended Competency Goal 6	**Force and Motion**
Physical Science	**EX.7.P.1 Understand balanced and unbalanced forces.**
Explore, observe, and communicate Newton's Laws of Motion The force of friction retards motion For every action there is an equal and opposite reaction The greater the force, the greater the change in motion An object's motion is the result of the combined effect of all forces acting on the object A moving object that is not subjected to a force will continue to move at a constant speed in a straight line An object at rest will remain at rest	EX.7.P.1.1 Identify balanced and unbalanced forces. EX.7.P.1.2 Understand that motion is produced by unbalanced forces. EX.7.P.1.3 Understand that gravity is an unbalanced force that causes objects to fall towards the Earth.
	Matter, Properties and Change
	EX.7.P.2 Identify an atom as the smallest unit of matter.
	EX.7.P.2.1 Understand matter is made of smaller units. EX.7 P.2.2 Understand units are combined to make a whole object.

Crosswalk Between Extended Standards	
2006	**2011**
8th Grade	
Extended Competency Goal 1	
Science Inquiry	**Embedded In Standards**
The learner will choose questions, choose procedures with guidance, follow safety procedures, observe, collect data (use measurement tools), analyze data and communicate results in scientific investigation	
Extended Competency Goal 2	
Science Technological Design	**Embedded In Standards**
The learner will demonstrate an understanding of technological design	
Extended Competency Goal 3	**Earth Systems, Structures and Processes**
Earth/Environmental	**EX.8.E.1 Understand the hydrosphere.**
Extension 1 - Describe and demonstrate knowledge of the distribution of water on Earth **Extension 2 -** Observe, describe and investigate water properties and human impact on water resources	EX.8.E.1.1 Identify water features on the earth's surface (oceans, lakes, rivers, glaciers). EX.8.E.1.2 Compare Earth's saltwater and freshwater features (oceans, lakes, rivers). EX.8.E.1.3 Understand that human health requires monitoring of the hydrosphere and stewardship (e.g. water conservation, pollution).

Extended Competency Goal 4	Motion and Forces
Physical & Life Science	**EX.8.P.2 Understand that energy has the ability to cause motion or create change.**
Observe and investigate the effects of chemicals on human health and conditions. Explore, observe, communicate and investigate chemical/physical changes within a system Temperature Mass Volume Precipitate (iron nail in water) Solubility (what dissolves in water) Gas production	EX.8.P.2.1 Identify forms of energy, such as light, heat, electrical, and energy of motion. EX.8.P.2.2 Describe the results of applying electrical energy (turn on lights, make motors run); heat energy (burn wood, change temperature); and energy of motion (go faster, change direction). EX.8.P.2.3 Identify that a hot object will make a cold object warm when they touch.
	Matter, Properties and Change
	EX.8.P.1 Understand the interactions of matter and energy and the changes that occur.
	EX.8.P.1.1 Identify that a whole object weighs the same as all of its parts together.
Extended Competency Goal 5	
Earth/Environmental Describe evidence of geological events and change over time	
Extended Competency Goal 6	**Ecosystem**
Life Science	EX.8.L.2 Explain the interdependence of living organisms in the environment.
Observe and investigate the function of cells and their role in organisms	EX.8.L.2.1 Identify that in a simple food chain, energy transfers from the Sun to plants (producers), to animals (consumers), and to organisms that cause decay (decomposers). EX.8.L.2.2 Understand the relationship between living things and their environment.

Extended Competency Goal 7	Structures and Functions of Living Organisms
Life Science	**EX.8.L.1 Understand that germs can cause disease.**
Demonstrate knowledge of the role of microorganisms in human disease	EX.8.L.1.1 Recognize that germs can cause illness EX.8.L.1.2 Identify illnesses that may be caused by germs. EX.8.L.1.3 Demonstrate hygienic practices that reduce the presence of germs. EX.8.L.1.4 Describe minor treatments to prevent infection and the spread of disease (Band-Aid on cut; Cover mouth for sneeze or cough; Use and disposal of tissues).

Crosswalk Between Extended Standards	
2006	**2011**
9th-10th Grade	
Extended Competency Goal 1	
Life Science	**Embedded In Standards**
The learner will choose questions, choose procedures with guidance, follow safety procedures, observe, collect data (use measurement tools), analyze data and communicate results to complete biological investigations	
Extended Competency Goal 2	**Embedded in Structure and Functions of Living Organisms**
Life Science	
Observe and investigate the structure and function of cells and how they contribute to biological systems.	
Extended Competency Goal 3	**Not Addressed**
Life Science	
Structure and function of DNA Heredity (passing of traits to offspring) Dominant and recessive traits Natural selection	
Extended Competency Goal 4	**Structures and Functions of Living Organisms**
Life Science	**EX.Bio.1 Understand structures and functions of living organisms.**
Extension 1: Observe, compare and contrast organisms and determine classification based on characteristics. Examine physiological structure, function, behavior and health of organisms	EX.Bio.1.1 Identify that plants make their own food through a process called photosynthesis. EX.Bio.1.2 Explain function (e.g., Skin- protect; Heart- pump blood) of major external and internal body parts, including skin, brain, heart, lungs, stomach, eyes, and ears. EX.Bio.1.3 Identify that the cell is the smallest basic unit of life and most living things are composed of many cells.

Extended Competency Goal 5	Ecosystem
Life Science	**EX. Bio.2.1 Understand the interdependence of living organisms within their environments.**
Examine the relationships between/among populations, organisms and ecosystems. Examine the cycling of matter in the ecosystem. Examine human population and its impact on ecosystems.	EX.Bio.2.1.1 Identify fruits, vegetables, and meats as things people eat. EX. Bio.2.1.2 Identify that plants and animals get energy from food. EX. Bio.2.1.3 Identify sources of energy for plants and animals (e.g., oats for horses, grass for cows, apple for people, fertilizer for plants). EX. Bio..2.1.4 Understand simple food chains (e.g., grass gets energy from the sun, grasshoppers from grass, snakes from grasshoppers, and hawks from snakes). EX. Bio.2.1.5 Understand ways living things compete with each other to get the things they need to live in their environment.
	EX.Bio.2.2 Understand the impact of human activities on the environment
	EX.Bio.2.2.1 Identify natural resources (e.g. water, air, land) impacted by human activity. EX.Bio.2.2.2 Understand how pollution (e.g. waste dumping, littering, smog) affects natural resources. EX.Bio.2.2.3 Understand ways humans can work to preserve natural resources (e.g. recycling, conservation of water, carpooling).
Earth and Environmental	**Not Addressed**
Not represented in new standards	
Physical Science	**Not Addressed**
Not represented in new standards	

Crosswalk Between Extended Standards	
2006	**2011**
11th Grade	
Extended Competency Goal 1	
Life Science	**EX.LS.1 Apply safety measures and procedures in a variety of situations in the community and home.**
Same Standards as 9th-10th grade	EX.LS.1.1 Carry out common disaster/accident procedures for preparation (if advance warning is received) and response to: • Fire • Tornado • Flood • Winter storm • Hurricane
The learner will choose questions, choose procedures with guidance, follow safety procedures, observe, collect data (use measurement tools), analyze data and communicate results to complete biological investigations	EX.LS.1.2 Compare an emergency situation and a non-emergency situation. EX.LS.1.3 Carry out (through role playing) the process for reporting an emergency to the proper authorities.

Extended Competency Goal 2	
Life Science	**EX.LS.2 Apply skills associated with providing simple first aid and obtaining medical treatment when needed.**
Observe and investigate the structure and function of cells and how they contribute to biological systems.	EX.LS.2.1 Compare simple and serious injuries. EX.LS.2.2 Demonstrate the proper procedures for providing first aid for these simple injuries: • Minor scrapes and cuts • Insect bites • Simple burns (including sunburn) EX.LS.2.3 Identify symptoms and routine home treatments of common non-serious illnesses: • Common cold • Fever • Head ache • Stomach ache • Body aches EX.LS.2.4 Compare community sources of medical care and the services that can be obtained from these agencies: • Health department • Hospital • Family medical practice • Pharmacy • Walk-in Clinic EX.LS.2.5 Indicate personally identifiable information.
Extended Competency Goal 3	**Not Addressed**
Life Science	
Structure and function of DNA Heredity (passing of traits to offspring) Dominant and recessive traits Natural selection	

Extended Competency Goal 4	
Life Science	**EX.LS.3 Apply the skills needed to practice healthful living and good nutrition.**
Extension 1: Observe, compare and contrast organisms and determine classification based on characteristics. Examine physiological structure, function, behavior and health of organisms	EX.LS.3.1 Apply daily hygiene/grooming habits. EX.LS.3.2 Apply common practices that help prevent illnesses and germ spreading. EX.LS.3.3 Identify basic guidelines for the practice of good nutrition. EX.LS.3.4 Identify the benefits of a regular exercise program including its relation to weight and health . EX.LS.3.5 Plan a simple meal based on nutritional guidelines: • Develop a grocery list • Purchase food • Awareness of cooking terms • Cooking methods • Kitchen appliance usage EX.LS.3.6 Identify foods that are high-risk for contamination/ spoilage. EX.LS.3.7 Carry out the proper methods for handling, preparing, and storing foods.
Extended Competency Goal 5	**Not Addressed**
Life Science	
Examine the relationships between/among populations, organisms and ecosystems. Examine the cycling of matter in the ecosystem. Examine human population and its impact on ecosystems.	
Earth and Environmental	**Not Addressed**
Not represented in new standards	
Physical Science	**Not Addressed**
Not represented in new standards	