



Rockin Readers Theater
Grades: 2, 3, 4, 5
States: Nebraska Academic Standards

Rockin' Readers Theater - Paper or Plastic?
 Summary: This musical play about protecting the environment is designed as a perfect springboard for classroom discussion and activities about the environment. Includes a lot of humor and music, and a Teacher's Handbook with lesson plans, activities, and discussion questions. - Production Kit includes 20 scripts, Music CD, and Teacher's Handbook. (978-1-60115-150-6)

Nebraska Academic Standards
Language Arts
Grade: 2 - Adopted 2009

CONTENT STANDARD	NE.LA 2.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 2.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.
INDICATOR	LA 2.1.4.c	Vary voice intonation (e.g., volume, tone) to reflect meaning of text
CONTENT STANDARD	NE.LA 2.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 2.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
INDICATOR	LA 2.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations
INDICATOR	LA 2.1.5.c	Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words
CONTENT STANDARD	NE.LA 2.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 2.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
INDICATOR	LA 2.1.6.e	Retell and summarize the main idea from informational text
INDICATOR	LA 2.1.6.g	Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)
INDICATOR	LA 2.1.6.i	Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures
INDICATOR	LA 2.1.6.j	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
INDICATOR	LA 2.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
INDICATOR	LA 2.1.6.n	Make and confirm/modify predictions before, during, and after reading(e.g., illustrations, personal experience, events, character traits)
INDICATOR	LA 2.1.6.o	Respond to text verbally, in writing, or artistically
CONTENT STANDARD	NE.LA 2.3	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
STRAND	LA 2.3.1	Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.

INDICATOR	LA 2.3.1.a	Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
CONTENT STANDARD	NE.LA 2.3	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
STRAND	LA 2.3.3	Reciprocal Communication: Students will develop reciprocal communication skills.
INDICATOR	LA 2.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)
INDICATOR	LA 2.3.3.c	Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)

Grade: 3 - Adopted 2009

CONTENT STANDARD	NE.LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 3.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
INDICATOR	LA 3.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations
INDICATOR	LA 3.1.5.c	Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words
CONTENT STANDARD	NE.LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 3.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
INDICATOR	LA 3.1.6.c	Retell and summarize narrative text including characters, setting, and plot with supporting details
INDICATOR	LA 3.1.6.e	Retell and summarize the main idea from informational text using supporting details
INDICATOR	LA 3.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)
INDICATOR	LA 3.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
INDICATOR	LA 3.1.6.i	Use narrative or informational text to develop a multi-cultural perspective
INDICATOR	LA 3.1.6.j	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
INDICATOR	LA 3.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
INDICATOR	LA 3.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)
INDICATOR	LA 3.1.6.o	Use examples and details in a text to make inferences about a story or situation
INDICATOR	LA 3.1.6.p	Respond to text verbally, in writing, or artistically
CONTENT STANDARD	NE.LA 3.3	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
STRAND	LA 3.3.1	Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
INDICATOR	LA 3.3.1.a	Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
CONTENT STANDARD	NE.LA 3.3	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
STRAND	LA 3.3.3	Reciprocal Communication: Students will develop and apply reciprocal communication skills.
INDICATOR	LA 3.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)
CONTENT STANDARD	NE.LA 3.4	Multiple Literacies: Students will identify, locate, and evaluate information.
STRAND	LA 3.4.1	Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).

INDICATOR	LA 3.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)
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Grade: 4 - Adopted 2009

CONTENT STANDARD	NE.LA 4.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 4.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
INDICATOR	LA 4.1.5.b	Relate new grade-level vocabulary to prior knowledge and use in new situations
INDICATOR	LA 4.1.5.c	Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words
CONTENT STANDARD	NE.LA 4.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 4.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
INDICATOR	LA 4.1.6.c	Summarize narrative text including characters, setting, and plot with supporting details
INDICATOR	LA 4.1.6.e	Retell and summarize the main idea from informational text using supporting details
INDICATOR	LA 4.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)
INDICATOR	LA 4.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
INDICATOR	LA 4.1.6.i	Use narrative or informational text to develop a multi-cultural perspective
INDICATOR	LA 4.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text
INDICATOR	LA 4.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
INDICATOR	LA 4.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)
INDICATOR	LA 4.1.6.o	Use examples and details in a text to make inferences about a story or situation
INDICATOR	LA 4.1.6.p	Respond to text verbally, in writing, or artistically
CONTENT STANDARD	NE.LA 4.3	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
STRAND	LA 4.3.3	Reciprocal Communication: Students will develop and apply reciprocal communication skills.
INDICATOR	LA 4.3.3.a	Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)
CONTENT STANDARD	NE.LA 4.4	Multiple Literacies: Students will identify, locate, and evaluate information.
STRAND	LA 4.4.1	Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).
INDICATOR	LA 4.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

Grade: 5 - Adopted 2009

CONTENT STANDARD	NE.LA 5.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 5.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.
INDICATOR	LA 5.1.5.b	Relate new grade-level vocabulary to prior knowledge and use in new situations
INDICATOR	LA 5.1.5.c	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings,

		captions, maps) to determine meaning of unknown words in a variety of text structures
CONTENT STANDARD	NE.LA 5.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.
STRAND	LA 5.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.
INDICATOR	LA 5.1.6.c	Summarize narrative text including characters, setting, plot, and theme with supporting details
INDICATOR	LA 5.1.6.e	Summarize and analyze the main idea from informational text using supporting details
INDICATOR	LA 5.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
INDICATOR	LA 5.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
INDICATOR	LA 5.1.6.j	Use narrative and informational text to develop a national and global multi-cultural perspective
INDICATOR	LA 5.1.6.k	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources
INDICATOR	LA 5.1.6.m	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
INDICATOR	LA 5.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text
INDICATOR	LA 5.1.6.p	Respond to text verbally, in writing, or artistically
CONTENT STANDARD	NE.LA 5.3	Speaking and Listening: Students will learn and apply speaking and listening skills and strategies to communicate.
STRAND	LA 5.3.3	Reciprocal Communication: Students will develop and apply reciprocal communication skills.
INDICATOR	LA 5.3.3.a	Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)
CONTENT STANDARD	NE.LA 5.4	Multiple Literacies: Students will identify, locate, and evaluate information.
STRAND	LA 5.4.1	Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).
INDICATOR	LA 5.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

Science

Grade: 2 - Adopted 2010

CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	2.1.1.	Students will ask questions and conduct investigations that lead to observations and communication of findings.
STRAND		Scientific Investigations
GRADE LEVEL EXPECTATION	2.1.1.b.	Conduct simple investigations
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	2.1.1.	Students will ask questions and conduct investigations that lead to observations and communication of findings.
STRAND		Scientific Data Collection
GRADE LEVEL EXPECTATION	2.1.1.e.	Collect and record observations
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

STRAND	3.1.	Structure and Function of Living Systems
INDICATOR	2.3.1.	Students will investigate the characteristics of living things.
STRAND		Characteristics of Living Organisms
GRADE LEVEL EXPECTATION	2.3.1.b.	Identify the basic needs of living things (food, water, air, space, shelter)
CONTENT STANDARD	NE.SC 4:	EARTH AND SPACE SCIENCES: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.
STRAND	4.2.	Earth Structures and Processes
INDICATOR	2.4.2.	Students will observe, identify, and describe characteristics of Earth's materials.
STRAND		Use of Earth Materials
GRADE LEVEL EXPECTATION	2.4.2.b.	Recognize ways in which individuals and families can conserve Earth's resources by reducing, reusing, and recycling

Grade: 3 - Adopted 2010

CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Investigations
GRADE LEVEL EXPECTATION	5.1.1.b.	Plan and conduct investigations and identify factors that have the potential to impact an investigation
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Observations
GRADE LEVEL EXPECTATION	5.1.1.d.	Make relevant observations and measurements
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Data Collection
GRADE LEVEL EXPECTATION	5.1.1.e.	Collect and organize data
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Interpretations, Reflections, and Applications
GRADE LEVEL EXPECTATION	5.1.1.f.	Develop a reasonable explanation based on collected data
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	5.3.3.	Students will describe relationships within an ecosystem.
STRAND		Flow of Energy
GRADE LEVEL EXPECTATION	5.3.3.a.	Diagram and explain a simple food chain beginning with the Sun
GRADE LEVEL EXPECTATION	5.3.3.b.	Identify the role of producers, consumers, and decomposers in an ecosystem

CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	5.3.3.	Students will describe relationships within an ecosystem.
STRAND		Impact on Ecosystems
GRADE LEVEL EXPECTATION	5.3.3.d.	Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live

Grade: 4 - Adopted 2010

CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Investigations
GRADE LEVEL EXPECTATION	5.1.1.b.	Plan and conduct investigations and identify factors that have the potential to impact an investigation
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Observations
GRADE LEVEL EXPECTATION	5.1.1.d.	Make relevant observations and measurements
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Data Collection
GRADE LEVEL EXPECTATION	5.1.1.e.	Collect and organize data
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Interpretations, Reflections, and Applications
GRADE LEVEL EXPECTATION	5.1.1.f.	Develop a reasonable explanation based on collected data
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	5.3.3.	Students will describe relationships within an ecosystem.
STRAND		Flow of Energy
GRADE LEVEL EXPECTATION	5.3.3.a.	Diagram and explain a simple food chain beginning with the Sun
GRADE LEVEL EXPECTATION	5.3.3.b.	Identify the role of producers, consumers, and decomposers in an ecosystem
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	5.3.3.	Students will describe relationships within an ecosystem.
STRAND		Impact on Ecosystems

GRADE LEVEL EXPECTATION	5.3.3.d.	Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live
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Grade: 5 - Adopted 2010

CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Investigations
GRADE LEVEL EXPECTATION	5.1.1.b.	Plan and conduct investigations and identify factors that have the potential to impact an investigation
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Observations
GRADE LEVEL EXPECTATION	5.1.1.d.	Make relevant observations and measurements
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Data Collection
GRADE LEVEL EXPECTATION	5.1.1.e.	Collect and organize data
CONTENT STANDARD	NE.SC 1:	INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY: Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
STRAND	1.1.	Abilities to do Scientific Inquiry
INDICATOR	5.1.1.	Students will plan and conduct investigations that lead to the development of explanations.
STRAND		Scientific Interpretations, Reflections, and Applications
GRADE LEVEL EXPECTATION	5.1.1.f.	Develop a reasonable explanation based on collected data
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	5.3.3.	Students will describe relationships within an ecosystem.
STRAND		Flow of Energy
GRADE LEVEL EXPECTATION	5.3.3.a.	Diagram and explain a simple food chain beginning with the Sun
GRADE LEVEL EXPECTATION	5.3.3.b.	Identify the role of producers, consumers, and decomposers in an ecosystem
CONTENT STANDARD	NE.SC 3:	LIFE SCIENCE: Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
STRAND	3.3.	Flow of Matter and Energy in Ecosystems
INDICATOR	5.3.3.	Students will describe relationships within an ecosystem.
STRAND		Impact on Ecosystems
GRADE LEVEL EXPECTATION	5.3.3.d.	Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live