## Next Generation Science Standards Supported through Wheat Week™

1. **Day 1: What is Wheat?**
    - 4-LS1-1 - Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
    - 4-PS3-2 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
    - 5-PS2-1 - Support an argument that the gravitational force exerted by Earth on objects is directed down.
    - 5-LS1-1 - Support an argument that plants get the materials they need for growth chiefly from air and water.
    - 5-LS2-1 - Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
    - 5-ESS2-1 - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
    - 5-ESS2-2 - Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
    - 5-ESS3-1 - Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
2. **Day 2: Water in our World**
    - 4-PS3-2 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
    - 4-ESS2-1 - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
    - 4-ESS3-2 - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
    - 5-LS1-1 - Support an argument that plants get the materials they need for growth chiefly from air and water.
    - 5-LS2-1 - Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
    - 5-ESS2-1 - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
    - 5-ESS2-2 - Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
    - 5-ESS3-1 - Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
3. **Day 3: Amazing Soils**
    - 4-PS3-2 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
    - 4-ESS2-1 - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
    - 4-ESS3-2 - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
    - 5-PS1-3 - Make observations and measurements to identify materials based on their properties.
    - 5-PS2-1 - Support an argument that the gravitational force exerted by Earth on objects is directed down.
    - 5-LS1-1 - Support an argument that plants get the materials they need for growth chiefly from air and water.
    - 5-LS2-1 - Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
    - 5-ESS2-1 - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
    - 5-ESS3-1 - Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
4. **Day 4: Does Watershed?**
    - 4-PS3-2 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
    - 4-ESS2-2 - Analyze and interpret data from maps to describe patterns of Earth's features.
    - 4-ESS3-2 - Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
    - 5-PS2-1 - Support an argument that the gravitational force exerted by Earth on objects is directed down.
    - 5-LS1-1 - Support an argument that plants get the materials they need for growth chiefly from air and water.

- 5-ESS2-1 - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- 5-ESS3-1 - Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

5. **Day 5: Wheat Energy**
   - 4-PS3-2 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
   - 4-ESS3-1 - Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
   - 5-PS3-1 - Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
   - 5-LS1-1 - Support an argument that plants get the materials they need for growth chiefly from air and water.
   - 5-LS2-1 - Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
   - 5-ESS3-1 - Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

## Washington State Social Studies Learning Standards Accomplished through Wheat Week™

Wheat Week will touch and expound on several Social Studies standards for the 4th grade.

6. **2.2.1 Understands the basic elements of Washington State's economic system, including agriculture, businesses, industry, natural resources, and labor.**
   - Explains components of Washington State's agricultural industry, including the natural resources of land and water, the farmers and laborers, the distributors, and the consumers of agricultural products.
7. **2.2.2 Understands that the economy in Washington State relies on trade with Pacific Rim countries.**
   - Explains how timber and agricultural products from Washington State are sold to other Pacific Rim countries and transported via cargo ships across the Pacific Ocean.
8. **2.4.1 Understands how geography, natural resources, climate, and available labor contribute to the sustainability of the economy of regions in Washington State.**
   - Draws conclusions about how the economy in each region of Washington State could change as a result of the depletion of natural resources specific to the regions.
   - Explains how climate influences the production of goods and has an impact on the sustainability of the economy for the agricultural industry of Washington State.
   - Explains how dams impact the economic well-being of regions in Washington State.
9. **3.3.1 Explains that learning about the geography of Washington State helps us understand global trade.**
   - Explains how the climate and land in Eastern Washington allow farmers to grow apples for trade with other countries.
   - Explains how the ports of Tacoma and Seattle enable Washington to be a gateway for products to and from Pacific Rim countries.