



# ORC CURRICULUM MAP

## Grade 4 Science

- Topics Included: Waste and Our World, Wheels and Levers, Building Devices and Vehicles that Move, Light and Shadows, Plant Growth and Changes

Resources Included: PebbleGO, PebbleGO Next, PowerKnowledge Earth and Space Science, PowerKnowledge Life Science, PowerKnowledge Physical Science, ScienceFLIX, TrueFLIX

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## Crash Course Kids Disclaimer

These Curriculum Maps have been updated to include the YouTube educational web series *Crash Course Kids*. This web series, from the producers of *Crash Course*, is geared towards elementary grade science. It includes topics related to Earth Science, Physical Science, Biology, Astronomy, and more. These videos can sometimes contain irreverent humour. We encourage educators to preview the videos for appropriateness first before showing them in a classroom or library setting.

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## Background and Access Information

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2. Select English or French
3. Click on "Online Reference Centre" in the tab along the top of the screen
4. In school while on a school device, users do not need to enter a username or password. Users are able to enter any database or website instantly.
5. Access from a personal device in school or remotely from outside of the school will require the user to enter a username/password once to unlock all of the resources.
  - a. School District Username: LA\_\_\_\_\_ Password: \_\_\_\_\_  
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6. Please share your district's ORC username/password with your students, parents of your students, and fellow staff members. Please do not share the username and password information on an open website (a website that does not require the user to login).

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## How to Use This Guide

Attached please find a listing of databases found on Learn Alberta's Online Reference Centre (ORC) that directly support specific learner outcomes in the social studies curriculum.

Formatting Overview:

### **Curricular Topic**

*Specific Learner Outcome (SLO)*

### **Name of the Database**

- Where to click or search
  - Other instructions to direct you
    - Article Title (with permalink where possible)

- Article Sections if applicable(with permalink where possible)

For navigation, you may choose to use control F or the find tool to find keywords.

If you have any questions regarding this guide, notice a hyperlink that is broken, have recommended additions, or if you would like a guide for additional grades please contact the ORC Coordinator at [orc@thealbertalibrary.ab.ca](mailto:orc@thealbertalibrary.ab.ca)

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## Topic A: Waste and Our World

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*SLO: Identify plant and animal wastes, and describe how they are recycled in nature. For example, plant leaves serve as a source of food for soil insects, worms, and other creatures. The wastes of animals may then be further broken down by molds, fungi and bacteria.*

### **Resources for Students Reading at or Above Grade Level**

#### **PowerKnowledge Life Science**

- Habitats and Ecosystems
  - Food Chains and Food Webs
    - [Decomposers](#)
  - Food Chains and Webs
    - [Food Chains and Food Webs with Graphic Organizers](#)
      - Article Section: [Recycling in Food Chains](#)

#### **ScienceFLIX**

- Life Science
  - Biomes
    - Dive Deeper
      - Inside the Biome
        - Food Webs and Chains
          - "Change my Reading Level 1" for at level students (top right-hand side of the screen)
          - "Change my Reading Level 2 or 3" for above level students

*SLO: Describe alternative methods of disposal, and identify possible advantages and disadvantages of each.*

### **Resources for Students Reading at Grade Level**

#### **PowerKnowledge Life Science**

- Green Living
  - [Being Earth Friendly](#)
    - Article Section: [Learn About Composting](#)
  - [Trash and Recycling](#)
- Habitats and Ecosystems
  - Food Chains and Webs
    - [Food Chains and Food Webs with Graphic Organizers](#)
      - Article Section: [Everyday Food Chains](#)
- Science Fair Projects and Experiments
  - [Creating Compost](#)

*SLO: Identify kinds of wastes that may be toxic to people and to the environment.*

### **Resources for Students Reading at or Above Grade Level**

#### **PowerKnowledge Earth and Space Science**

- Save Our Earth
  - Human-Made Disasters
    - [Nuclear Disasters](#)
    - [Oil Spills](#)
    - [Pollution in Our World](#)
- Science Fair Projects and Experiments
  - [Oil Spill!](#)

#### **PowerKnowledge Life Science**

- Green Living
  - Environmental Emergencies
    - Human Made Disasters
      - [Acid Rain](#)
      - [Chemicals Spills](#)
      - [Fossil Fuels](#)
      - [Nuclear Waste](#)
      - [Oil Spills and Ocean Pollution](#)
      - [Toxins in the Environment](#)
  - [Pollution](#)

#### **ScienceFLIX**

- Life Science
  - Conservation
    - Dive Deeper
      - Conservation Challenges
        - Air Pollution
          - “Change my Reading Level 1” for at level students (top right-hand side of the screen)
          - “Change my Reading Level 2 or 3” for above level students
        - Water Pollution
          - “Change my Reading Level 1” for at level students (top right-hand side of the screen)
          - “Change my Reading Level 2 or 3” for above level students
  - Biomes
    - Dive Deeper

- Biomes in Flux
  - Environmental Pollution
    - “Change my Reading Level 1” for at level students (top right-hand side of the screen)
    - “Change my Reading Level 2 or 3” for above level students

### **TrueFLIX**

- People, Places, and History
  - Disasters
    - The BP Oil Spill
    - The Exxon Valdez Oil Spill
    - Nuclear Meltdowns

*SLO: Compare different kinds of packaging, and infer the relative advantages and disadvantages of that packaging. In evaluating different forms of packaging, students should demonstrate the ability to consider a consumer perspective as well as an environmental perspective.*

*SLO: Identify alternative materials and processes that may decrease the amount of waste produced. E.g., reducing wastage of food, using both sides of a sheet of paper.*

*SLO: Identify ways in which materials can be reused or recycled, including examples of things that the students has done.*

### **Resources for Students at or Above Grade Level**

#### **PowerKnowledge Earth and Space Science**

- Save Our Earth
  - Earth Friendly Living
    - [Trash and Recycling](#)

#### **PowerKnowledge Life Science**

- Green Living
  - [Being Earth Friendly](#)
  - [Buy Green](#)
  - [Energy Crisis](#)
  - [Green Buildings](#)
  - [Green Energy](#)
  - [Green Lifestyles](#)
  - [Green Transportation](#)
  - [Saving Our Earth](#)

### **ScienceFLIX**

- Life Science

- Conservation
  - Dive Deeper
    - Resource Management
      - Recycling
        - “Change my Reading Level 1” for at level students (top right-hand side of the screen)
        - “Change my Reading Level 2 or 3” for above level students
      - Energy Conservation
        - “Change my Reading Level 1” for at level students (top right-hand side of the screen)
        - “Change my Reading Level 2 or 3” for above level students
      - A Gallery of Conservation Success Stories
        - Slideshow

*SLO: Identify actions that individuals and groups can take to minimize the production of wastes, to recycle or reuse wastes and to ensure the safe handling and disposal of wastes.*

### **Resources for Students Reading Below Grade Level**

#### **PebbleGO**

- Science
  - Earth and Space Science
    - Earth Science
      - Natural Resources
        - [Humans and Earth](#)
- Social Studies
  - People and the Environment
    - Helping the Environment
      - [Caring for Nature](#)
      - [Cleaning Up Litter](#)
      - [Reusing and Recycling](#)
      - [Saving Energy](#)
      - [Saving Water](#)

### **Resources for Students Reading at or Above Grade Level**

#### **PebbleGO Next**

- Science
  - Life Science
    - Life in an Ecosystem
      - [Pollution](#)



- Earth Science
  - Geosphere
    - [Humans and Earth](#)

### **PowerKnowledge Earth and Space Science**

- Save Our Earth
  - [Saving Our Earth](#)
  - [Human Impact on the Environment](#)
  - [Pollution](#)

### **ScienceFLIX**

- Life Science
  - Conservation
    - Dive Deeper
      - Resource Management
        - Resource Conservation
          - “Change my Reading Level 1” for at level students (top right-hand side of the screen)
          - “Change my Reading Level 2 or 3” for above level students
        - Biodiversity
          - “Change my Reading Level 1” for at level students (top right-hand side of the screen)
          - “Change my Reading Level 2 or 3” for above level students
        - Recycling
          - “Change my Reading Level 1” for at level students (top right-hand side of the screen)
          - “Change my Reading Level 2 or 3” for above level students
        - Energy Conservation
          - “Change my Reading Level 1” for at level students (top right-hand side of the screen)
          - “Change my Reading Level 2 or 3” for above level students
        - A Gallery of Conservation Success Stories
          - Slideshow
  - Biomes
    - Dive Deeper
      - Biomes in Flux

- Resource Management
  - “Change my Reading Level 1” for at level students (top right-hand side of the screen)
  - “Change my Reading Level 2 or 3” for above level students

*SLO: Develop and implement a plan to reduce waste, and monitor what happens over a period of time.*

### **ScienceFLIX**

- Life Science
  - Conservation
    - Dive Deeper
      - Resource Management
        - A Timeline of the Conservation Movement

### **TrueFLIX**

- Science and Nature
    - Ecosystems
      - Climate Change
        - Chapter: Solving the Problem
-

## Topic B: Wheels and Levers

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*SLO: Construct devices that use wheels and axles, and demonstrate and describe their use in: model vehicles, pulley systems, gear systems.*

*SLO: Construct and explain the operation of a drive system that uses one or more of the following: model vehicles, pulley systems, gear systems.*

### **Resources for Students Reading Below Grade Level**

#### **PebbleGO**

- Science
  - Physical Science
    - Simple Machines
      - [Inclined Planes](#)
      - [Levers](#)
      - [Pulleys](#)
      - [Screws](#)
      - [Wedges](#)
      - [Wheels and Axles](#)

### **Resources for Students Reading at or Above Grade Level**

#### **PowerKnowledge Physical Science**

- Force and Motion
  - Motion in our World
    - [Bicycles](#)
      - Article Section: [Get in Gear](#)
    - Simple Machines
      - [All About Simple Machines](#)
      - [Inclined Planes](#)
      - [Levers](#)
      - [Pulleys](#)
      - [Screws](#)
      - [Simple Machines with Graphic Organizers](#)
      - [Wedges](#)
      - [Wheels and Axles](#)
- Science Fair Projects and Experiments
  - [Inclined Planes in Action](#)
  - [Pulleys in Action](#)
  - [Screws in Action](#)
  - [Wedges in Action](#)
  - [Wheels and Axles in Action](#)

#### **ScienceFLIX**

- Tech, Math, & Engineering

- Simple Machines
  - Watch It
  - Read It
    - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
    - “Change my Reading Level 2 or 3” for above level students
      - Article Sections: Three Classes of Levers, The Incline Plane, The Wedge, The Screw, The Wheel and Axle, and Pulleys
  - Dive Deeper
    - Force and Work
      - Levers in the Human Body
    - Complex Machines
      - Everyday Complex Machines
        - Interactive Media

### **TrueFLIX**

- Science and Nature
  - Physical Science
    - Simple Machines

### **Resources for Students Reading Above Grade Level**

#### **ScienceFLIX**

- Tech, Math, & Engineering
  - Simple Machines
    - Dive Deeper
      - Force and Work
        - The Science of Work
          - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
          - “Change my Reading Level 2 or 3” for above level students
        - Mechanical Power
          - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
          - “Change my Reading Level 2 or 3” for above level students
      - Making Connections
        - Cams and Gears
          - “Change my Reading Level 1” for at level students (top right-hand corner of the

- screen)
    - “Change my Reading Level 2 or 3” for above level students
- Complex Machines
  - Waterwheels and Windmills
    - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
    - “Change my Reading Level 2 or 3” for above level students
- Explore More (left-hand side of the screen)
  - Simple Machines
    - Inclined Plane
    - Lever
    - Pulley
    - Screw
    - Wedge
    - Wheel and Axle

*SLO: Demonstrate ways to use a lever that: applies a small force to create a large force, applies a small movement to create a large movement.*

*SLO: Construct models of levers; and explain how levers are involved in such devices as: teeter-totters, scissors, pliers, pry bars, tongs, nutcrackers, fishing rods, wheelbarrows.*

### **Resources for Students Reading at or Above Grade Level**

#### **PowerKnowledge Physical Science**

- Force and Motion
  - Simple Machines
    - [Levers](#)
- Science Fair Projects and Experiments
  - [Levers in Action](#)

#### **ScienceFLIX**

- Tech, Math, & Engineering
  - Simple Machines
    - Watch It
    - Read It
      - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
      - “Change my Reading Level 2 or 3” for above level students
        - Article Sections: Simple Machines, Work, Conservation of Energy, Mechanical

Advantage, How Levers Multiply Force, and  
Simple Machines Combined

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## Topic C: Building Devices and Vehicles that Move

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*SLO: Design and construct devices and vehicles that move or have moving parts – linkages, wheels and axles.*

*SLO: Compare two designs, identifying the relative strengths and weaknesses of each.*

*SLO: Identify steps to be used in constructing a device or vehicle, and work cooperatively with the other students to construct the device or vehicle.*

*SLO: Design and construct several different models of a device and evaluate each model, working cooperatively with other students.*

### **Resources for Students Reading Below Grade Level**

#### **PebbleGO**

- Science
  - Science and Engineering Practices
    - Science and Engineering Methods
      - [Answers and Solutions](#)
      - [Asking Questions](#)
      - [Using Models](#)

### **Resources for Students Reading at or Above Grade Level**

#### **ScienceFLIX**

- Tech, Math, & Engineering
  - Engineering Design
    - Watch It
    - Read It
      - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
      - “Change my Reading Level 2 or 3” for above level students
    - Dive Deeper
      - Criteria and Constraints
        - Technical Specifications
          - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
          - “Change my Reading Level 2 or 3” for above level students
      - Modeling and Testing
        - Product Testing
          - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)

- “Change my Reading Level 2 or 3” for above level students
  - Real-World Applications
    - Triumphs of Engineering
      - Slideshow
  - Simple Machines
    - Dive Deeper
      - Making Connections
        - Cams and Gears
          - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
          - “Change my Reading Level 2 or 3” for above level students
            - Article Section: Gears
        - Linkages
          - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
          - “Change my Reading Level 2 or 3” for above level students
            - Article Sections: Linkages and Basic Links

### **Crash Course Kids**

- (Playlist of 17 videos) [Engineering: The Engineering Process](#)
  - [Down to Earth: Crash Course Kids #4.2](#)
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## Topic D: Light and Shadows

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*SLO: Identify a wide range of sources of light, including the Sun, various forms of electric lights, flames, and materials that glow (luminescent materials).*

*SLO: Demonstrate that light travels outward from a source and continues unless blocked by an opaque material.*

*SLO: Recognize that light can be bent (refracted) and that such objects as aquaria, prisms and lenses can be used to show that light beams can be bent.*

*SLO: Recognize that light can be broken into colours and that different colours of light can be combined to form a new colour.*

### **Resources for Students Reading Below Grade Level**

#### **PebbleGO**

- Science
  - Physical Sciences
    - Light
      - [Colors](#)
      - [What Is Light?](#)

### **Resources for Student Reading at or Above Grade Level**

#### **PebbleGO Next**

- Science
  - Physical Science
    - Energy
      - [Light Energy](#)

#### **PowerKnowledge Physical Science**

- Energy and Matter
  - Light and Sound
    - [All About Light](#)
  - [Forms of Energy](#)
    - Article Section: [Light](#)
- Force and Motion
  - [Isaac Newton and Laws of Motion](#)
    - Article Section: [Light and Color](#)
- Science Fair Projects and Experiments
  - [The Color of Light](#)

**ScienceFLIX**

- Physical Science
  - Light
    - Watch It
    - Read It
      - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
      - “Change my Reading Level 2 or 3” for above level students
        - Article Sections: Light, Nature of Light, Reflection, Refraction, and Dispersion, Newton’s Prism Experiment and Refraction, Scattering, and Color
    - Dive Deeper
      - The Nature of Light
        - A Gallery of Light Sources
      - Light Perception
        - The Optics
          - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
          - “Change my Reading Level 2 or 3” for above level students
            - Article Sections: Optics, When Light Meets Matter, Refraction of Light Rays
        - The Relationship of Color

**Crash Course Kids**

- [Here Comes the Sun: Crash Course Kids #5.1](#)
- [Following the Sun: Crash Course Kids #8.2](#)
- [Seasons and the Sun: Crash Course Kids 11.1](#)
- [Land and Water: Crash Course Kids #16.1](#)

*SLO: Recognize that opaque materials cast shadows, and predict changes in the size and location of shadows resulting from the movement of a light source or from the movement of a shade-casting object.*

*SLO: Distinguish transparent materials from opaque materials by determining if light passes through them and by examining their shadows.*

*SLO: Classify materials as transparent, partly transparent (translucent) or opaque*

**PowerKnowledge Physical Science**

- Energy and Matter

- Light and Sound
    - [All About Light](#)
      - Article Section: [Light and Shadows](#)
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## Topic E: Plant Growth and Changes

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*SLO: Describe the importance of plants to humans and their importance to the natural environment. Students who meet this expectation should be able to give examples of plants being used as a source of food or shelter, and be aware of the role plants play in the environment; e.g., preventing erosion, maintaining oxygen.*

### **Resources for Students Reading Below Grade Level**

#### **PebbleGO**

- Science
  - Life Sciences
    - Plants
      - [What Are Plants](#)

### **Resources for Students Reading at or Above Grade Level**

#### **PowerKnowledge Life Science**

- Habitats and Ecosystems
  - Ecosystems
    - [Apple Tree Ecosystem](#)
    - [Fallen Tree Ecosystem](#)
    - [Garden Ecosystem](#)
    - [Grassy Field Ecosystem](#)
    - [Milkweed Patch Ecosystem](#)
- Understanding Habitats and Ecosystems
  - Organisms and the Environment
    - Article Sections: [What is the Environment?](#), [Organisms and the Environment](#), [Plants and the Environment](#), [People and the Environment](#)
- Plants
  - All About Plants
    - Article Sections: [Plant Life](#)

#### **ScienceFLIX**

- Life Science
  - Plant Science
    - Watch It
    - Read It
      - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
      - “Change my Reading Level 2 or 3” for above level students
        - Article Sections: Plant Science, Roles of Plants,

## Geographical Distribution and Plant Communities

### TrueFLIX

- Science and Nature
  - Experiments
    - Experiments with Plants
      - Chapter: Plants All Around Us

### Crash Course Kids

- [Gotta Eat!: Crash Course Kids #1.1](#)
- [Feed Me: Classifying Organisms: Crash Course Kids #1.2](#)

*SLO: Identify and describe the general purpose of plant roots, stems, leaves and flowers.*

### **Resources for Students Reading Below Grade Level**

#### **PebbleGO**

- Science
  - Life Sciences
    - Plants
      - Plants Parts
        - [Flowers](#)
        - [Fruits and Seeds](#)
        - [Leaves](#)
        - [Roots](#)
        - [Stems and Trunks](#)

### **Resources for Students Reading at or Above Grade Level**

#### **PowerKnowledge Life Science**

- Plants
  - All About Plants
    - [Parts of a Plant](#)

### **ScienceFLIX**

- Life Science
  - Plant Science
    - Watch It
    - Read It
      - "Change my Reading Level 1" for at level students (top right-hand corner of the screen)
      - "Change my Reading Level 2 or 3" for above level students

- Article Section: Structure and Function
- Dive Deeper
  - Specialized Structures
    - Stems and Roots
      - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
      - “Change my Reading Level 2 or 3” for above level students
    - Leaves
      - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
      - “Change my Reading Level 2 or 3” for above level students
    - Anatomy of a Flower

### **TrueFLIX**

- Science and Nature
  - Experiments
    - Experiments with Plants
      - Chapters: Seeds: Tiny Life in a Package, Stems, Flowers and Leaves

*SLO: Recognize that plant requirements for growth; i.e., air, light energy, water, nutrients and space; vary from plant to plant and that other conditions; e.g., temperature and humidity; may also be important to the growth of particular plants.*

*SLO: Recognize that plants of the same kind have a common life cycle and produce new plants that are similar, but not identical, to the parent plants.*

### **Resources for Students Reading Below Grade Level**

#### **PebbleGO**

- Science
  - Life Science
    - Plants
      - Plant Habitats
        - [Polar Plants](#)
        - [Wetland Plants](#)
        - [Woodland Plants](#)
      - Plant Classification
        - [Conifers](#)
        - [Ferns](#)
        - [Flowering Plants](#)

- [Mosses](#)

## **Resources for Students at or Above Grade Level**

### **PowerKnowledge Life Science**

- Plants
  - [All About Plants](#)
  - [Corn](#)
  - [How Flowers Grow](#)
  - [How Fruit Grows](#)
  - [How Herbs Grow](#)
  - [How Plants Grow](#)
  - [How Trees Grow](#)
  - [How Vegetables Grow](#)
  - [Oak Trees](#)
  - [Olive Trees](#)
  - [Photosynthesis](#)
  - [Plant Development and Growth](#)
  - [Sunflowers](#)
  - [Water and Plants](#)
- Life Cycles
  - Plant Life Cycles
    - [Flowers and Seeds](#)
    - [Plant Development and Growth](#)

### **ScienceFLIX**

- Life Science
  - Plant Science
    - Dive Deeper
      - Plant Processes
        - Photosynthesis
          - "Change my Reading Level 1" for at level students (top right-hand corner of the screen)
          - "Change my Reading Level 2 or 3" for above level students
    - Explore More (left-hand side of the screen)
      - Plant Processes
        - Life Cycle of Plants
- Plant Kingdom
  - Plant Kingdom
    - Explore More (left-hand side of the screen)
      - People and Plants
        - Edible Plant Parts (Table)

### TrueFLIX

- Science and Nature
  - Experiments
    - Experiments with Plants
      - Chapter: Life Underground

### Crash Course Kids

- [Vegetation Transformation: Crash Course Kids #5.2](#)
- [Why No Polar Pineapples: Crash Course Kids #11.2](#)
- [Who Needs Dirt?: Crash Course Kids #27.1](#)
- [Look Who's Talking: Crash Course Kids #27.2](#)

*SLO: Describe ways that various flowering plants can be propagated, including from seed, from cuttings, from bulbs and by runners.*

*SLO: Describe different ways that seeds are distributed; e.g., by wind, by animals; and recognize seed adaptations for different methods of distribution.*

### **Resources for Students at or Above Grade Level**

#### **PowerKnowledge Life Science**

- Plants
  - [Plants With Seeds](#)
  - [Plants Without Seeds](#)
- Science Fair Projects and Experiments
  - Experiments
    - [From Roots to Flower](#)
    - [Sunlight and Plant Growth](#)
    - [Water and Plant Growth](#)
    - [When Plants Get Less Air](#)

### ScienceFLIX

- Life Science
  - Plant Science
    - Watch It
    - Read It
      - "Change my Reading Level 1" for at level students (top right-hand corner of the screen)
      - "Change my Reading Level 2 or 3" for above level students
        - Article Sections: The Fruit, The Seed, Reproduction in Plants, Growth and Development
    - Dive Deeper
      - Plant Processes



- Plant Reproduction
  - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
  - “Change my Reading Level 2 or 3” for above level students
- Germination
  - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
  - “Change my Reading Level 2 or 3” for above level students
- Plants and the Environment
  - Seed Dispersal: A Fantastic Voyage
    - Slideshow
  - Plants Succession
    - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
    - “Change my Reading Level 2 or 3” for above level students
  - Plant Communities
    - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
    - “Change my Reading Level 2 or 3” for above level students
- Plant Kingdom
  - Dive Deeper
    - Plant Behavior
      - “Change my Reading Level 1” for at level students (top right-hand corner of the screen)
      - “Change my Reading Level 2 or 3” for above level students
        - Article Section: Travel

### **TrueFLIX**

- Experiments
  - Experiments with Plants
    - Knowing When to Grow (pages 13-15)
    - Get the Dirt on It! (pages 15-17)
    - How Long? (pages 21-23)
    - Taproots (pages 24-26)
    - Capillary Action (pages 29-31)

- Osmosis! (pages 32-35)
  - Where Does the Water Go? (pages 36-38)
  - It's Not Easy Being Green (pages 40-42)
-