

## Food, Land & People

### *Next Generation Science Standards Alignment Possibilities*

Lessons	Grade	Standard #	Standard Description
The Plant-n-Me    PreK-3			
Extension 1	K	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
	2	2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.
Seed Surprises    PreK-3			
	K	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
	2	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
Extension 5	2	2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
Fruits & Veggies    PreK-4			
Extension 9	K	K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the place they live.
Schoolground Caretakers    PreK-4			
	2	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
Extension 5	K	K-ESS2-2	Conduct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
Seasons Through the Year    PreK-6			
	1	1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.
Extension 6	3	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
Tomatoes to Ketchup, Chickens to Omlettes    PreK-6		No Alignment	
We're Into Pumpkins    PreK-6		No Alignment	

Don't Use it All Up PreK-12	K	K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the place they live.
	K	K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
Germs Busters PreK-12	K	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
Lunchtime Favorites PreK-12	K	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
	2	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
Trash bashing 1-12	2	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
Root Root for Life 2-6	4	4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
Extension 4	K	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
Buzzy Buzzy Bee 2-7	K	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
	K	K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the place they live.
	2	2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
	3	3-LS2-1	Construct an argument that some animals form groups that help members survive.
	4	4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
	MS	MS-LS1-4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

From Apple Cores to Healthy Soil 2-8	5	5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
	MS	MS-LS2-3*	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
Extension 1	3-5	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Perc Through the Pores PreK-6	2	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
	5	5-PS1-3	Make observations and measurements to identify materials based on their properties.
Banking on Seeds 3-7	4	4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
Could It Be Something They Ate? 3-8	5	5-PS1-3	Make observations and measurements to identify materials based on their properties.
Extension 3	5	5-PS1-3	Make observations and measurements to identify materials based on their properties.
Feed the Need 3-12		No Alignment	
Investigating Insects 3-12	K	K-ESS2-2*	Conduct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
	3	3-LS1-1*	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
Your School Ground Through New Eyes 3-12		No Alignment	
In Harmony 4-6	4	4-ESS2-2*	Analyze and interpret data from maps to describe patterns of Earth's features.
	4	4-ESS3-2*	Analyze and interpret data from maps to describe patterns of Earth's features.
Amazing Grazing 4-6	4	4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.
Gifts From the Sun 4-8	5	5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.
	MS	MS-LS1-6*	Construct a scientific explanation based on evidence for the role of photosynthesis in the

			cycling of matter and flow of energy into and out of organisms.
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Till We or Won't We? 4-9	4	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 vegetable.
	5	5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
Extension 2 & 3	3-5	3-5ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Be Label Able 4-12		No Alignment	

\*Additional instruction needed.