

NGSS Storyline - Eugene - Earth Space Science Modules

	K	1	2	3	4	5
	Trees & Weather	Air & Weather	Pebbles, Sand & Silt	H₂O & Climate	Soils, Rocks & Landforms	Earth & Sun
ESS Performance Expectations	<p>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.</p> <p>K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*</p>	<p>1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p>1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.</p>	<p>2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*</p> <p>2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p> <p>2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	<p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</p> <p>3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*</p>	<p>4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p> <p>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.</p> <p>4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*</p>	<p>5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p> <p>5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p> <p>5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>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.</p> <p>5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>

ESS DCI	ESS2-C The Roles of Water in Earth's Surface Processes	ESS1-A The Universe and its Stars	ESS2-A Earth Materials and Systems	ESS2-D Weather and Climate	ESS2-A Earth Materials and Systems	ESS1-A The Universe and its Stars
	ESS2-D Weather & Climate	ESS1-B Earth and the Solar System	ESS2-B Plate Tectonics and Large-Scale Systems	ESS3-B Natural Hazards	ESS2-B Plate Tectonics and Large-Scale Systems	ESS1-B Earth and the Solar System
	ESS2-E Biogeology		ESS2-C The Roles of Water in Earth's Surface Processes		ESS2-E Biogeology	ESS1-C The History of Planet Earth
					ESS3-B Natural Hazards	ESS2-A Earth Materials and Systems ESS2-C The Roles of Water in Earth's Surface Processes ESS3-C Human Impacts on Earth Systems
PS	K-PS3-1		2-PS1-1	2-PS1-1 5-PS1-1		5-PS1-1, 2 5-PS2-1
LS	K-LS1-1					
ETS	K-2ETS1-2	K-2ETS1-1, 2, 3	K-2ETS1-1, 2, 3	3-5ETS1-1, 2, 3	3-5ETS1-1, 2, 3	3-5ETS1-1, 2, 3