

## NGSS Storyline - Eugene - Life Science Modules

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Animals Two by Two</b>	<b>Plants and Animals</b>	<b>Insects and Plants</b>	<b>Structures of Life</b>	<b>Environments</b>	<b>Living Systems</b>
<b>ESS Performance Expectations</b>	<p><b>K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p><b>1-LS1-1</b> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p><b>1-LS1-2</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p> <p><b>1-LS3-1</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>	<p><b>2-LS2-1</b> Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p><b>2-LS2-2</b> Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p> <p><b>2-LS4-1</b> Make observations of plants and animals to compare the diversity of life in different habitats.</p>	<p><b>3-LS1-1</b> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p><b>3-LS2-1</b> Construct an argument that some animals form groups that help members survive.</p> <p><b>3-LS3-1</b> Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p><b>3-LS3-2</b> Use evidence to support the explanation that traits can be influenced by the environment.</p> <p><b>3-LS4-1</b> Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p><b>3-LS4-2</b> Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates and reproducing.</p>	<p><b>4-LS1-1</b> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p><b>4-LS1-2</b> Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p> <p><b>4-PS4-2</b> Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p><b>4-PS4-3</b> Generate and compare multiple solutions that use patterns to transfer information. *</p>	<p><b>5-LS1-1</b> Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p><b>5-LS2-1</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>