

**Plum Borough School District
Regency Park Elementary School
Edible Classroom**

Next Generation Science Standards for Elementary Students (K-5)

Disciplinary Core Ideas

- K-3 LS1 From Molecules to Organisms: Structures and Processes
- K-ESS2 Earth's Systems
- K-ESS3 Earth and Human Activity
- 1-LS3 Heredity: Inheritance and Variation of Traits
- 2-LS2 Ecosystems: Interactions, Energy, and Dynamics
- 2-LS4 Biological Evolution: Unity and Diversity
- 3-LS4 Biological Evolution: Unity and Diversity
- 4-LS1 From Molecules to Organisms: Structures and Processes
- 5-LS1 From Molecules to Organisms: Structures and Processes
- 5-LS2 Ecosystems: Interactions, Energy, and Dynamics
- K-5 ETS Engineering Design

Standards by Topic

- K Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
- K-2 Engineering Design
- 1-LS1 Structure, Function, and Information Processing
- 2-LS2 Interdependent Relationships in Ecosystems
- 3-LS4 Interdependent Relationships In Ecosystems: Environmental Impact on Organisms
- 4-LS4 Structure, Function, and Information Processing
- 5-LS Matter and Energy in Organisms and Ecosystems

Performance Expectations

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.**
- K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.**
- K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.**

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through Development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an Object helps it function as needed to solve a given problem.

1-LS1-1 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.

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

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.