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| September Lessons 1-3 | **Out of This World**       | 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.  
1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.  
2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.                                                     | ● How does the sun move across the sky?  
● How does the moon move across the sky?  
● Why are stars visible at night and not during the day?  
● How does the moon appear in the sky over a period of time?  
● How does daylight throughout each season?  
● Why do we see different star patterns throughout the year?                                                                                                                                                  |
| December Lessons 4-6 |                             |                                                                                           |                                                                                                                                                                                                                            |
| October thru January thru March Lessons 5-12 | **It’s Alive**            | 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.  
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-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.  
2-LS2-1. Plan and conduct an investigation to determine                                                                                             | ● How do people, plants and animals use their environment to help them meet their needs?  
● How do the parts of living things help organisms survive?  
● How do you determine the basic needs for a person, plant or animal?  
How does light effect the development of seeds and plants?  
● How are offspring similar and different from their parents?  
● How are plants and animals dependent on one another?                                                                                                                                                        |
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|                | **2-LS2-1** Plan and conduct an investigation to determine if plants need sunlight and water to grow. | - How can I be responsible for caring for the plants and animals in my environment?  
|                | **2-LS2-2** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. | - How do living things get what they need to survive?  
|                | **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 the development of a new or improved object or tool. | - What processes do engineers and scientists use?  
|                | **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. | - How does using a process help you?  
|                | **K-2-ETS1-3** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs |