NGSS Grade K Standards Conceptual Flow Map

*conceptual flow map is a working draft and subject to revisions throughout the year

Unit/Estimated Dates	Phenomena/ Topic	Standards
Unit 1 **August, September, October** **Plant and Animal Needs**	• Animal Needs • Plant Needs • Habitats • Uses of Natural Resources	**K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive. **K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive. **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. **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.
Unit 2 **November, December, January** **Animals and Plants Can Change Their**	• Organisms' Impact on Environments • Reducing Human Impact	**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-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

Environment		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. **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. **Scopes Required to Fully Address PEs** Organisms' Impact on Environments Reducing Human Impact
Unit 3 March, April **Weather Patterns**	• Weather Conditions • Weather Patterns • Weather Hazards • Energy from the Sun	**K-ESS2-1** Use and share observations of local weather conditions to describe patterns over time. **K-PS3-1** Make observations to determine the effect of sunlight on Earth's surface. **K-ESS3-2** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather .***-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.

		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.
Unit 4 April, May, June **Pushes and Pulls**	• Pushes and Pulls • Speed and Direction	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.* **K-PS2-1** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **K-PS2-2** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.* **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.