

The HEAL Project Farm Field Trip California State Education Standards

Grade Level	NGSS Performance Expectations	Disciplinary Core Ideas	Cross Cutting Concepts	Common Core	The HEAL Project Programs
5th	5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.	LS2.A: Interdependent Relationships in Ecosystems	Energy and Matter: Matter is transported into, out of, and within systems. (5-LS1-1)	5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Fall Harvest Trip, Spring Explorers, The Full Farm Experience
	5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	LS2.B: Cycles of Matter and Energy Transfer in Ecosystems	Cause and Effect: Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1)		
	5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	ESS3.C: Human Impacts on Earth Systems	Energy and Matter: Energy can be transferred in various ways and between objects. (5-PS3-1)		
	5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.		Systems and System Models: A system can be described in terms of its components and their interactions. (5-ESS3-1)		
4th	4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	LS1.A: Structure and Function	Systems and System Models: A system can be described in terms of its components and their interactions. (4-LS1-1)	4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Fall Harvest Trip, Spring Explorers, The Full Farm Experience
	4-LS1-2. 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.	ESS3.A: Natural Resources	Patterns: Patterns can be used as evidence to support an explanation. (4-ESS2-2)		
	4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth's features.	ESS2.A: Earth Materials and Systems			
3rd	3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	LS4.C: Adaptation	Patterns: Patterns of change can be used to make predictions. (3-LS1-1)	3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Fall Harvest Trip, Spring Explorers, The Full Farm Experience
	3-LS2-1. Construct an argument that some animals form groups that help members survive.	LS4.D: Biodiversity and Humans	Cause and Effect: Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1)		
	3-LS3-1. 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.	LS2.D: Social Interactions and Group Behavior	Patterns: Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1)		
	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.	LS2.C: Ecosystem Dynamics, Functioning, and Resilience			
	3-LS4-2. 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.	LS2.A: Interdependent Relationships in Ecosystems			
3-LS4-3. Construct an argument with evidence	LS1.B: Growth and Development				

	that in a particular habitat some organisms can survive well, some survive less well, and some	of Organisms			
2nd	2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	LS2.A: Interdependent Relationships in Ecosystems	Cause and Effect: Events have causes that generate observable patterns. (2-LS2-1)	2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Fall Harvest Trip, Spring Explorers, The Full Farm Experience
	2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	LS4.D: Biodiversity and Humans	Structure and Function: The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)	2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	
	2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	ESS2.A: Earth Materials and Systems	Stability and Change: Things may change slowly or rapidly. (2-ESS2-1)	2.L.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	
	2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.			2.L.5.b Distinguish shades of meaning among closely related verbs (e.g.,	
1st	1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	LS1.A: Structure and Function	Patterns: Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS3-1)	1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Setting Roots, Fall Harvest Trip, Spring Explorers, The Full Farm Experience
		LS1.D: Information Processing	Structure and Function: The shape and stability of structures of natural and designed objects	1.SL.4 Describe people, places, things, and events with relevant details,	
		LS3.B: Variation of Traits			
K	K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	LS1.C: Organization for Matter and Energy Flow in Organisms	Patterns: Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)	K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Setting Roots, Fall Harvest Trip, Spring Explorers, The Full Farm Experience
	K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.	ESS2.E: Biogeology	Stability and Change: Things may change slowly or rapidly. (2-ESS2-1)	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
	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.	ESS3.C: Human Impacts on Earth Systems			

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