



My Food Comes from a Farm NGSS Correlations to Curriculum

Senate Bill 13

Indigenous Americans in Oregon introduction

Next Generation Science Standards

NGSS Connections:

Disciplinary Core Ideas:

Life Science 2.A: Interdependent Relationships in Ecosystems

How do organisms interact with their environment and what are the effects of these interactions?

- Plants depend on water and light to grow. (2-LS2-1)
- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1)

Earth Space Science 3.A: Natural Resources

How do humans depend on Earth’s resources?

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use resources for everything they do. (K-ESS3-1)

Earth Space Science 3.C: Human Impacts on Earth Systems

How do humans change the planet?

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3, secondary to K-ESS2-2)
- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments. (5-ESS3-1)

Science and Engineering Practices:

Developing and Using Models

- Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.
 - Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.
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