



**BUTTERFLY
PAVILION**

Outreach Programs

Class descriptions and curriculum standards
for educators and group leaders



BOOK A PROGRAM

education@butterflies.org

QUESTIONS

720-974-1861

SERVING

Schools, libraries & community sites
across Colorado

Bringing invertebrate science to your students

No bus? No problem. Butterfly Pavilion educators travel to your school, library or community site with live animals, specimens and hands-on investigations. Every program is aligned to the 2020 Colorado Academic Standards and the Next Generation Science Standards.

PROGRAMS AT A GLANCE

PROGRAM	GRADE LEVEL	LENGTH	FEE
Bug Bites	3rd Grade – Adult	45 minutes	\$150 + travel
Bug Safari	PreK – Adult	45 minutes	\$150 + travel
Creepy Crawly Storytime	PreK – 3rd Grade	45 minutes	\$150 + travel
Flutterby	PreK – 1st Grade	45 minutes	\$150 + travel
Itsy Bitsy Bugs	Age 3 – 1st Grade	45 minutes	\$150 + travel
Metamorphosis Moves	K – 5th Grade	45 minutes	\$300 + travel
Powerful Pollinators	1st – 5th Grade	45 minutes	\$150 + travel
Sensory Safari	PreK – 5th Grade	20–45 minutes	\$150 + travel
Exploration Stations	All ages — drop-in	2 hours	\$375 + travel

BOOKING DETAILS

GROUP SIZE

30 participants per session; additional sessions required for larger groups

TRAVEL FEE

\$0.73 per mile, round trip between your site and Butterfly Pavilion

DEPOSIT

A non-refundable \$50 deposit secures your booking. The balance is due no later than two weeks before your program date.

SCHOLARSHIPS

Partial program scholarships may be available for qualifying groups.

REQUEST A PROGRAM

education@butterflies.org · 720-974-1861

Grade-level coverage

Find your grade band to see which programs are designed for your students. Content is adjusted by the educator on the day of the program.

PROGRAM	PREK	K	1	2	3	4	5	MS	HS
Bug Bites									
Bug Safari									
Creepy Crawly Storytime									
Flutterby									
Itsy Bitsy Bugs									
Metamorphosis Moves									
Powerful Pollinators									
Sensory Safari									
Exploration Stations									

How to read the standards

Colorado adapted the Next Generation Science Standards to create the 2020 Colorado Academic Standards, so each NGSS performance expectation lives inside a Colorado Grade Level Expectation. Program pages show the Colorado GLE code first, then the NGSS performance expectations that sit under it — so you can cite either framework from one entry.

PREPARED GRADUATE STATEMENTS REFERENCED IN THIS GUIDE

Every Colorado GLE rolls up to a numbered Prepared Graduate statement. Program pages name the number; the full statements are below.

5	Structure & Function
STANDARD	Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior and reproduction.
6	Living Systems & Environment
STANDARD	... that require understanding how living systems interact with the biotic and abiotic environment.
7	Heredity & Variation
STANDARD	... that require understanding how genetic and environmental factors influence variation of organisms across generations.
8	Natural Selection & Evolution
STANDARD	... that require understanding how natural selection drives biological evolution, accounting for the unity and diversity of organisms.
10	A Changing Earth
STANDARD	... that require understanding how and why Earth is constantly changing.
11	Human Activity & Earth Systems
STANDARD	... that require understanding how human activities and the Earth's surface processes interact.

Bug Bites



3RD GRADE – ADULT

45 MINUTES

Discover the world of bug-eating, where culinary traditions meet sustainable practices that can reshape the future — plus, get the chance to try a bug yourself.

LEARNING OBJECTIVES

AWARENESS

Learners develop awareness of cultural food practices around the world, broadening their understanding of diverse food traditions.

COMPASSION & EMPATHY

Learners practice an open-minded approach to, and respect for, diverse culinary practices.

EMPOWERMENT

Learners are empowered to advocate for sustainable food choices by understanding and communicating the potential benefits of insect-based foods.

MISCONCEPTION WE ADDRESS

That bugs are gross and not edible.

CURRICULUM STANDARDS SUPPORTED

COLORADO ACADEMIC STANDARDS (2020) & NGSS

SC.3.2.2

STANDARD 6

Being part of a group helps animals obtain food, defend themselves and cope with changes.

3-LS2-1 Construct an argument that some animals form groups that help members survive.

SC.3.2.5**STANDARD 8**

Sometimes differences in characteristics between individuals of the same species provide advantages in survival and reproduction.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

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.

SC.4.2.1**STANDARD 5**

Organisms have both internal and external structures that serve various functions.

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

SC.5.2.2**STANDARD 6**

Matter cycles between air and soil and among plants, animals and microbes as these organisms live and die.

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers and the environment.

SC.MS.2.3**STANDARD 5**

Sustaining life requires substantial energy and matter inputs.

MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

SC.MS.2.5**STANDARD 6**

Organisms and populations of organisms are dependent on their environmental interactions, both with other living things and with nonliving factors.

MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

SC.MS.2.12**STANDARD 8**

Biodiversity is the wide range of existing life forms that have adapted to the variety of conditions on Earth, from terrestrial to marine ecosystems.

MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity

and ecosystem services.

SC.HS.2.13
STANDARD 8

Humans have complex interactions with ecosystems and have the ability to influence biodiversity on the planet.

HS-LS2-6 Evaluate the claims, evidence and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7 Design, evaluate and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

SC.HS.3.9
STANDARD 11

Resource availability has guided the development of human society, and use of natural resources has associated costs, risks and benefits.

SC.HS.3.11
STANDARD 11

Sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources, including the development of technologies.

Bug Safari



PREK – ADULT

45 MINUTES

Take a journey through the diverse world of invertebrates, showcasing unique species with amazing adaptations and their vital roles in ecosystems.

LEARNING OBJECTIVES

AWARENESS

Learners become aware of the incredible diversity of invertebrates and their unique characteristics.

COMPASSION & EMPATHY

Learners cultivate a sense of responsibility toward the well-being of invertebrates and their ecosystems.

EMPOWERMENT

Learners are empowered to make informed decisions for environmental conservation.

MISCONCEPTION WE ADDRESS

That all bugs are insects. Learners explore the diverse types of invertebrates, their unique roles, and how each contributes to the environment in different ways.

CURRICULUM STANDARDS SUPPORTED

COLORADO ACADEMIC STANDARDS (2020) & NGSS

SC.P.2.1

STANDARD 5

Recognize that living things have unique characteristics and basic needs that can be observed and studied.

SC.K.2.1

STANDARD 5

To live and grow, animals obtain food they need from plants or other animals, and plants need water and light.

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

SC.K.3.2

STANDARD 11

Plants and animals meet their needs in their habitats and impact one another.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals and the places they live.

SC.1.2.1

All organisms have external parts that they use to perform daily

STANDARD 5

functions.

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.

SC.2.2.2

STANDARD 8

A range of different organisms lives in different places.

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

SC.3.2.3

STANDARD 7

Different organisms vary in how they look and function because they have different inherited information; the environment also affects the traits that an organism develops.

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.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

SC.3.2.4

STANDARD 7

Some living organisms resemble organisms that once lived on Earth.

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

SC.4.2.1

STANDARD 5

Organisms have both internal and external structures that serve various functions.

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

SC.5.2.2

STANDARD 6

Matter cycles between air and soil and among plants, animals and microbes as these organisms live and die.

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers and the environment.

SC.MS.2.5

STANDARD 6

Organisms and populations of organisms are dependent on their environmental interactions, both with other living things and with nonliving factors.

MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

SC.MS.2.12

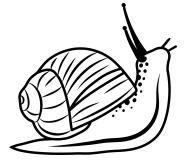
STANDARD 8

Biodiversity is the wide range of existing life forms that have adapted to the variety of conditions on Earth, from terrestrial to marine

ecosystems.

MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Creepy Crawly Storytime



PREK – 3RD GRADE

45 MINUTES

By reading beloved stories and encountering live animals, children and families come to appreciate invertebrates as they take on a whole new dimension as literary characters.

LEARNING OBJECTIVES

AWARENESS

Learners develop an early appreciation for invertebrates in the natural world.

COMPASSION & EMPATHY

Learners connect emotionally with the stories and the creatures they encounter.

EMPOWERMENT

Learners are inspired to see themselves as curious nature explorers.

MISCONCEPTION WE ADDRESS

That invertebrates aren't animals, and that all bugs are gross and dangerous. Learners explore the diverse types of invertebrates, their unique roles, and how each contributes to the environment in different ways.

CURRICULUM STANDARDS SUPPORTED

COLORADO ACADEMIC STANDARDS (2020) & NGSS

SC.P.2.1

STANDARD 5

Recognize that living things have unique characteristics and basic needs that can be observed and studied.

SC.P.2.2

STANDARD 6

Recognize that living things develop in predictable patterns.

SC.K.2.1

STANDARD 5

To live and grow, animals obtain food they need from plants or other animals, and plants need water and light.

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

SC.K.3.2**STANDARD 11**

Plants and animals meet their needs in their habitats and impact one another.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals and the places they live.

SC.1.2.1**STANDARD 5**

All organisms have external parts that they use to perform daily functions.

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-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

SC.2.2.2**STANDARD 8**

A range of different organisms lives in different places.

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

SC.3.2.1**STANDARD 5**

Organisms have unique and diverse life cycles.

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.

SC.3.2.2**STANDARD 6**

Being part of a group helps animals obtain food, defend themselves and cope with changes.

3-LS2-1 Construct an argument that some animals form groups that help members survive.

Flutterby



PREK – 1ST GRADE

45 MINUTES

Dive into an interactive role-play experience of a butterfly's life cycle, where students discover the wonders of nature's transformation firsthand.

LEARNING OBJECTIVES

AWARENESS

Students become aware of the interconnectedness of living things and their environments.

COMPASSION & EMPATHY

Students develop an appreciation for respecting living organisms at every stage of life.

EMPOWERMENT

Using real-life examples, students are able to make informed decisions about their surroundings.

MISCONCEPTION WE ADDRESS

That all animals grow the same way.

CURRICULUM STANDARDS SUPPORTED

COLORADO ACADEMIC STANDARDS (2020) & NGSS

SC.P.2.1

STANDARD 5

Recognize that living things have unique characteristics and basic needs that can be observed and studied.

SC.P.2.2

STANDARD 6

Recognize that living things develop in predictable patterns.

SC.K.2.1

STANDARD 5

To live and grow, animals obtain food they need from plants or other animals, and plants need water and light.

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

SC.K.3.2

STANDARD 11

Plants and animals meet their needs in their habitats and impact one another.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals and the places they live.

SC.1.2.2

STANDARD 7

Young organisms are very much, but not exactly, like their parents, and also resemble other organisms of the same kind.

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

Itsy Bitsy Bugs



AGE 3 – 1ST GRADE

45 MINUTES

Join us for a fun, interactive class where students discover the amazing bugs in their own backyards, learn about their importance, and bring the adventure to life with music and dramatic play.

LEARNING OBJECTIVES

AWARENESS

Students learn that gardens are homes — habitat — for many different types of animals.

COMPASSION & EMPATHY

Students establish a sense of care and feel connected with the invertebrates in their gardens.

EMPOWERMENT

Students are empowered to be stewards and care for invertebrates.

MISCONCEPTION WE ADDRESS

That all bugs are scary and bad. Learners explore the diverse types of bugs, their unique roles, and how each contributes to the environment in different ways.

CURRICULUM STANDARDS SUPPORTED

COLORADO ACADEMIC STANDARDS (2020) & NGSS

SC.P.2.1

STANDARD 5

Recognize that living things have unique characteristics and basic needs that can be observed and studied.

SC.P.2.2

STANDARD 6

Recognize that living things develop in predictable patterns.

SC.K.3.2

STANDARD 11

Plants and animals meet their needs in their habitats and impact one another.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals and the places they live.

SC.1.2.1

STANDARD 5

All organisms have external parts that they use to perform daily functions.

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.

Metamorphosis Moves



K – 5TH GRADE

\$300 PER SESSION

Co-taught by Butterfly Pavilion and Colorado Ballet educators. Through movement exploration, students investigate shape, size, speed, flow, energy and level — then perform dances they created from what they learned that day.

Pricing note. This program is \$300 per session. Mileage is charged for both the Butterfly Pavilion educator and the Colorado Ballet educator.

LEARNING OBJECTIVES

AWARENESS

Students connect the physical structures of invertebrates to how those animals move.

COMPASSION & EMPATHY

Students embody an animal's experience, building empathy through movement.

EMPOWERMENT

Students create and perform original work grounded in what they observed and learned.

CURRICULUM STANDARDS SUPPORTED

COLORADO ACADEMIC STANDARDS (2020) & NGSS

SC.K.2.1

STANDARD 5

To live and grow, animals obtain food they need from plants or other animals, and plants need water and light.

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

SC.1.2.1

STANDARD 5

All organisms have external parts that they use to perform daily functions.

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.

SC.3.2.1

Organisms have unique and diverse life cycles.

STANDARD 5

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.

SC.4.2.1

STANDARD 5

Organisms have both internal and external structures that serve various functions.

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

COLORADO ACADEMIC STANDARDS — DANCE

DA.1.2.1

Explore movement based on a variety of inspirations.

DA.1.2.2

Create and demonstrate simple movements based on play and improvisation.

DA.1.4.2 / 2.4.2

Connect dance to the world around the student.

DA.2.1.1

Perform simple dances with specific intention.

DA.3.2.2

Create simple movements that can be organized into a movement phrase.

DA.3.4.2

Discover connections between dance and other academic content.

Powerful Pollinators



1ST – 5TH GRADE

45 MINUTES

Look beyond honeybees to investigate the diverse array of invertebrate pollinators and their importance.

LEARNING OBJECTIVES

AWARENESS

Learners develop awareness that pollinators contribute to the health of our planet.

COMPASSION & EMPATHY

Learners develop compassion for the less celebrated pollinators of the world.

EMPOWERMENT

Learners are empowered to protect pollinators.

MISCONCEPTION WE ADDRESS

That bees and butterflies are the only pollinators. Learners explore the diverse types of pollinators, their unique roles, and how each contributes to the environment in different ways.

CURRICULUM STANDARDS SUPPORTED

COLORADO ACADEMIC STANDARDS (2020) & NGSS

SC.K.3.1

STANDARD 10

Patterns are observed when measuring the local weather, including how humans and other organisms impact their environment.

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

SC.1.2.1

STANDARD 5

All organisms have external parts that they use to perform daily functions.

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.

SC.2.2.1**STANDARD 6**

Plants depend on water and light to grow, and on animals for pollination or to move their seeds around.

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

SC.2.2.2**STANDARD 8**

A range of different organisms lives in different places.

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

SC.3.2.1**STANDARD 5**

Organisms have unique and diverse life cycles.

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.

SC.3.2.2**STANDARD 6**

Being part of a group helps animals obtain food, defend themselves and cope with changes.

3-LS2-1 Construct an argument that some animals form groups that help members survive.

SC.3.2.3**STANDARD 7**

Different organisms vary in how they look and function because they have different inherited information; the environment also affects the traits that an organism develops.

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.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

SC.3.2.4**STANDARD 7**

Some living organisms resemble organisms that once lived on Earth.

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.

SC.3.2.5**STANDARD 8**

Sometimes differences in characteristics between individuals of the same species provide advantages in survival and reproduction.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

SC.4.2.1**STANDARD 5**

Organisms have both internal and external structures that serve various functions.

4-LS1-1 Construct an argument that plants and animals have internal and

external structures that function to support survival, growth, behavior and reproduction.

SC.MS.2.2
STANDARD 5

Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.

MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

SC.MS.2.5
STANDARD 6

Organisms and populations of organisms are dependent on their environmental interactions, both with other living things and with nonliving factors.

MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

SC.MS.2.10
STANDARD 8

Genetic variations among individuals in a population give some individuals an advantage in surviving and reproducing in their environment.

MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

Sensory Safari



PREK – 5TH GRADE

20–45 MINUTES • CAPACITY 15 STUDENTS

Every invertebrate needs food, water, shelter and space. In this multi-sensory class, students explore how different invertebrates find those resources in the habitats they call home. Tactile materials, visual imagery, sound and movement create a learning environment that works for a wide range of learners.

Accessibility. Sensory Safari is designed to be accessible for people with a variety of disabilities, and modules can be selected to fit your group's needs. We schedule a conversation with the teacher or group leader before the program date to plan those adaptations together.

LEARNING OBJECTIVES

AWARENESS

Students learn that different invertebrates meet the same survival needs in very different habitats.

COMPASSION & EMPATHY

Students encounter invertebrates through multiple senses, building familiarity in place of fear.

EMPOWERMENT

Every student has a way into the material, regardless of how they learn best.

MISCONCEPTION WE ADDRESS

That science class only works one way. Multi-sensory investigation is rigorous science, not a simplified substitute for it.

CURRICULUM STANDARDS SUPPORTED

COLORADO ACADEMIC STANDARDS (2020) & NGSS

SC.P.2.1

STANDARD 5

Recognize that living things have unique characteristics and basic needs that can be observed and studied.

SC.K.2.1

STANDARD 5

To live and grow, animals obtain food they need from plants or other animals, and plants need water and light.

K-LS1-1 Use observations to describe patterns of what plants and animals

(including humans) need to survive.

SC.K.3.2

STANDARD 11

Plants and animals meet their needs in their habitats and impact one another.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals and the places they live.

SC.1.2.1

STANDARD 5

All organisms have external parts that they use to perform daily functions.

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.

SC.2.2.2

STANDARD 8

A range of different organisms lives in different places.

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

SC.4.2.1

STANDARD 5

Organisms have both internal and external structures that serve various functions.

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.



Exploration Stations

ALL AGES — DROP-IN

2 HOURS · \$375 + TRAVEL

Turn your library into a hands-on invertebrate discovery experience. Butterfly Pavilion educators set up five self-paced activity stations built around a single theme — crafts, games, specimens and exploration. Guests of all ages move through at their own pace. There is no start time and nothing to miss by arriving late.

Space needed. Exploration Stations needs a large room with five tables and chairs. Our educators arrive early to set up and stay to break down.

CHOOSE A THEME

Spider Sensation

Explore the fascinating world of spiders. Guests make spider-themed art, get up close with specimens, and learn to identify the native species living right outside the door.

Nature's Aviation

Take flight into the science of wings. Guests compare wing shapes and structures across species and discover what makes invertebrate flight unlike anything else in the animal kingdom.

Transformation

Discover how invertebrates grow and change. Hands-on stations, crafts and specimens bring life cycles to life, from egg to adult.

LEARNING OBJECTIVES

AWARENESS

Guests encounter invertebrate diversity through direct observation of specimens and live animals.

COMPASSION & EMPATHY

Self-paced choice lets each guest approach animals at their own comfort level.

EMPOWERMENT

Families leave able to name and find invertebrates in their own neighborhoods.

CURRICULUM STANDARDS SUPPORTED

Exploration Stations is a drop-in, multi-age program rather than a classroom lesson. These connections are offered to help school and library partners document informal learning value; they are not delivered as a sequenced lesson.

COLORADO ACADEMIC STANDARDS (2020) & NGSS

SC.P.2.2

Recognize that living things develop in predictable patterns.

STANDARD 6

SC.1.2.1

All organisms have external parts that they use to perform daily functions.

STANDARD 5

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.

SC.2.2.2

A range of different organisms lives in different places.

STANDARD 8

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

SC.3.2.1

Organisms have unique and diverse life cycles.

STANDARD 5

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.

SC.3.2.5

Sometimes differences in characteristics between individuals of the same species provide advantages in survival and reproduction.

STANDARD 8

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

SC.4.2.1

Organisms have both internal and external structures that serve various functions.

STANDARD 5

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

NEXT STEPS

Request a program

Tell us your grade level, group size, preferred dates and site address, and our team will confirm availability and send a program agreement. If cost is a barrier for your school or site, ask about partial scholarships when you inquire — we would rather find a way than turn a group away.

Butterfly Pavilion Education Department

education@butterflies.org · 720-974-1861

6252 West 104th Avenue, Westminster, Colorado 80020

Standards citations reflect the 2020 Colorado Academic Standards in Science as published by the Colorado Department of Education. Butterfly Pavilion is a 501(c)(3) nonprofit organization accredited by the Association of Zoos and Aquariums.