

## MATTER AND ITS INTERACTIONS

<p><b>Performance Expectation</b></p>	<p>Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>
<p><b>Clarification Statement</b></p>	<p>Observations could include color, texture, hardness, or flexibility. Patterns could include the similar properties that different materials share.</p>

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ol style="list-style-type: none"> <li>Asking questions and defining problems</li> <li>Developing and using models</li> <li><b>3. Planning and carrying out investigations:</b> Planning and carrying out investigations to answer questions (science) or test solutions (engineering) to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. <ul style="list-style-type: none"> <li>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</li> </ul> </li> <li>Analyzing and interpreting data</li> <li>Using mathematics and computational thinking</li> <li>Constructing explanations and designing solutions</li> <li>Engaging in argument from evidence</li> <li>Obtaining, evaluating, and communicating information</li> </ol>	<p><b>STRUCTURE AND PROPERTIES OF MATTER</b> Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (LE.PS1A.c)</p>	<p><b>PATTERNS</b> Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.</p>

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<p><b>Performance Expectation</b></p>	<p>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p>
<p><b>Clarification Statement</b></p>	<p>Examples of properties could include, strength, flexibility, hardness, texture, or absorbency.</p>



<p><b>Science &amp; Engineering Practices</b></p>	<p><b>Disciplinary Core Ideas</b></p>	<p><b>Crosscutting Concepts</b></p>
<ol style="list-style-type: none"> <li>1. Asking questions and defining problems</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations</li> <li>4. <b>Analyzing and interpreting data:</b> Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.                             <ul style="list-style-type: none"> <li>• Analyze data from tests of an object or tool to determine if it works as intended.</li> </ul> </li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations and designing solutions</li> <li>7. Engaging in argument from evidence</li> <li>8. Obtaining, evaluating, and communicating information</li> </ol>	<p><b>STRUCTURE AND PROPERTIES OF MATTER</b> Different properties are suited to different purposes. (LE.PS1A.a)</p>	<p><b>CAUSE AND EFFECT</b> Simple tests can be designed to gather evidence to support or refute student ideas about causes.</p>

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<p><b>Performance Expectation</b></p>	<p>Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>
<p><b>Clarification Statement</b></p>	<p>Examples of pieces could include blocks, building bricks, or other assorted small objects. Provide students with the same number of objects to create a different object.</p>

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<b>Performance Expectation</b>	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
<b>Clarification Statement</b>	Demonstrations of reversible changes could include materials such as water, butter or crayons at different temperatures. Demonstrations of irreversible changes could include cooking an egg, freezing a plant leaf, or heating paper.

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## ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

<p><b>Performance Expectation</b></p>	<p>Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p>
<p><b>Clarification Statement</b></p>	<p>Emphasis is on testing one variable at a time during investigations.</p>

<p><b>Science &amp; Engineering Practices</b></p>	<p><b>Disciplinary Core Ideas</b></p>	<p><b>Crosscutting Concepts</b></p>
<ol style="list-style-type: none"> <li>1. Asking questions and defining problems</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations to answer questions (science) or test solutions (engineering) to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.               <ul style="list-style-type: none"> <li>• Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</li> </ul> </li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations and designing a solution</li> <li>7. Engaging in argument from evidence</li> <li>8. Obtaining, evaluating, and communicating information</li> </ol>	<p><b>INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS</b>            Plants depend on water and light to grow. (LE.LS2A.a)</p>	<p><b>CAUSE AND EFFECT</b>            Events have causes that generate observable patterns.</p>

## ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

<b>Performance Expectation</b>	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
<b>Clarification Statement</b>	Students could use the model to describe: (1) How the structure of the model gives rise to its function. (2) Structure-function relationships in the natural world that allow some animals to disperse seeds or pollinate plants.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ol style="list-style-type: none"> <li>Asking questions and defining problems</li> <li><b>Developing and using models:</b> Modeling in K-2 builds on prior experiences and progresses to include using and developing models (e.g., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions. <ul style="list-style-type: none"> <li>Develop a simple model based on evidence to represent a proposed object or tool.</li> </ul> </li> <li>Planning and carrying out investigations</li> <li>Analyzing and interpreting data</li> <li>Using mathematics and computational thinking</li> <li>Constructing explanations and designing solutions</li> <li>Engaging in argument from evidence</li> <li>Obtaining, evaluating, and communicating information</li> </ol>	<p><b>INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS</b> Plants may depend on animals for pollination or to move their seeds around. (LE.LS2A.b)</p>	<p><b>STRUCTURE AND FUNCTION</b> The shape and stability of structures of natural and designed objects are related to their function(s).</p>

## BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY

<b>Performance Expectation</b>	Make observations of plants and animals to compare the diversity of life in different habitats.
<b>Clarification Statement</b>	Emphasis is on the diversity of living things in each of a variety of different habitats. Students could explore different habitats in the community (e.g., school, aquariums, and neighborhoods).

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<ol style="list-style-type: none"> <li>Asking questions and defining problems</li> <li>Developing and using models</li> <li><b>3. Planning and carrying out investigations:</b> Planning and carrying out investigations to answer questions (science) or test solutions (engineering) to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. <ul style="list-style-type: none"> <li>Make observations and/or measurements to collect data that can be used to make comparisons.</li> </ul> </li> <li>Analyzing and interpreting data</li> <li>Using mathematics and computational thinking</li> <li>Constructing explanations and designing solutions</li> <li>Engaging in argument from evidence</li> <li>Obtaining, evaluating, and communicating information</li> </ol>	<p><b>BIODIVERSITY AND HUMANS</b></p> <p>There are many kinds of living things in any area, and they exist in different places on land, in water, and in air. (LE.LS4D.a)</p>	<p><b>PATTERNS</b></p> <p>Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.</p>

## EARTH'S PLACE IN THE UNIVERSE

<b>Performance Expectation</b>	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
<b>Clarification Statement</b>	Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly, and erosion of rocks, which occurs slowly.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ol style="list-style-type: none"> <li>1. Asking questions and defining problems</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations</li> <li>4.</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations and designing solutions</li> <li>7. Engaging in argument from evidence</li> <li>8. <b>Obtaining, evaluating, and communicating information:</b> Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information. <ul style="list-style-type: none"> <li>• Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim.</li> </ul> </li> </ol>	<p><b>THE HISTORY OF PLANET EARTH</b> Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (LE.ESS1C.a)</p> <p><b>DEFINING AND DELIMITING ENGINEERING PROBLEMS</b> Asking questions, making observations, and gathering information are helpful in thinking about problems. (ETS.LE.1A.b)</p>	<p><b>STABILITY AND CHANGE</b> Things may change slowly or rapidly.</p>

## EARTH'S SYSTEMS

<b>Performance Expectation</b>	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
<b>Clarification Statement</b>	Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ol style="list-style-type: none"> <li>1. Asking questions and defining problems</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li><b>6. Constructing explanations and designing solutions:</b>            Constructing explanations (science) and designing solutions (engineering) in K-2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.           <ul style="list-style-type: none"> <li>• Generate and/or compare multiple solutions to a problem.</li> </ul> </li> <li>7. Engaging in argument from evidence</li> <li>8. Obtaining, evaluating, and communicating information</li> </ol>	<p><b>EARTH MATERIALS AND SYSTEMS</b>            Wind and water can change the shape of the land.            (LE.ESS2A.a)</p> <p><b>OPTIMIZING THE DESIGN SOLUTION</b>            Because there is always more than one possible solution to a problem, it is useful to compare and test designs.            (LE.ETS1C.a)</p>	<p><b>STABILITY AND CHANGE</b>            Things may change slowly or rapidly.</p>

## EARTH'S SYSTEMS

<b>Performance Expectation</b>	Develop a model to represent the shapes and kinds of land and bodies of water in an area.
<b>Clarification Statement</b>	Models do not have to be to scale.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ol style="list-style-type: none"> <li>1. Asking questions and defining problems</li> <li>2. <b>Developing and using models:</b> Modeling in K-2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions.           <ul style="list-style-type: none"> <li>• Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s).</li> </ul> </li> <li>3. Planning and carrying out investigations</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations and designing solutions</li> <li>7. Engaging in argument from evidence</li> <li>8. Obtaining, evaluating, and communicating information</li> </ol>	<p><b>PLATE TECTONICS AND LARGE-SCALE SYSTEM INTERACTIONS</b>            Maps show where things are located. One can map the shapes and kinds of land and water in any area. (LE.ESS2B.a)</p> <p><b>DEVELOPING POSSIBLE SOLUTIONS</b>            Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for solutions to a problem. (ETS.LE.1B.a)</p>	<p><b>PATTERNS</b>            Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.</p>

## EARTH'S SYSTEMS

<b>Performance Expectation</b>	Obtain and communicate information to identify where water is found on Earth and that it can be solid or liquid.
<b>Clarification Statement</b>	Students use reliable sources to identify the patterns of where water is found and its natural form (solid or liquid). Examples of how water can be found on Earth as water or ice could include a frozen pond, a liquid pond, a frozen lake, or a liquid lake.

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<ol style="list-style-type: none"> <li>1. Asking questions and defining problems</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations</li> <li>4. Analyzing and interpreting data</li> <li>5. Using mathematics and computational thinking</li> <li>6. Constructing explanations and designing solutions</li> <li>7. Engaging in argument from evidence</li> </ol> <p><b>8. Obtaining, evaluating, and communicating information:</b> Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> <li>• Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim.</li> </ul>	<p><b>THE ROLES OF WATER IN EARTH'S SURFACE PROCESSES</b></p> <p>Water is found in the ocean, rivers, lakes, and ponds.          Water exists as solid ice and in liquid form. (LE.ESS2C.a)</p>	<p><b>PATTERNS</b></p> <p>Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.</p>