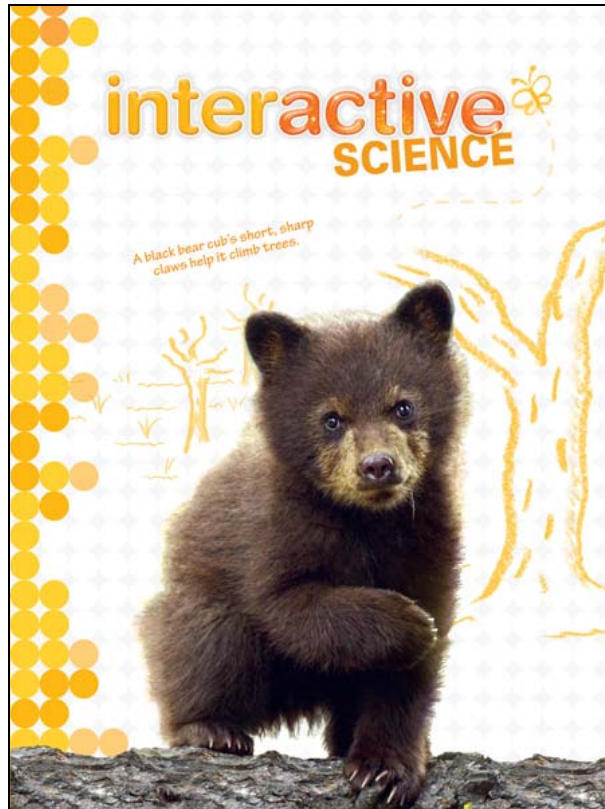


A Correlation of
Interactive Science
Grade 1, ©2016



To the
**Louisiana Student Standards for
Science**



A Correlation of Interactive Science, Grade 1, ©2016, to the Louisiana Student Standards for Science

Introduction

The following document indicates how closely *Interactive Science, ©2016, Grades K-5*, supports the Louisiana Student Standards for Science, Grades K-5. Correlation references are to the Student Edition and Teacher Edition. Please note that the Kindergarten Student Edition text pages are two-sided; each singular page contains a corresponding Activity Page on the reverse side.

Interactive Science is an elementary science program that makes learning personal, engaging, and relevant for today's student. The program features an innovative Write-in Student Edition that enables students to become active participants in their learning and truly connect the Big Ideas of science to their world.

The 2016 editions of *Interactive Science* support the Next Generation Science Standards (NGSS) in several ways. In the Student Edition, lessons provide interactive opportunities for students to acquire the Disciplinary Core Ideas that are the building blocks of the NGSS Performance Expectations at each grade level. STEM Activities, Apply It! activities, Design It! Activities, and Performance-Based Assessments enable students to research, investigate, and apply Science and Engineering Practices to real-world problems in a meaningful way. In the Teacher's Edition, the NGSS Cross-Cutting Concepts that link across grade levels and across disciplines within grade levels are noted at the chapter level, and a detailed and focused Performance Expectation Activity is provided for each NGSS standard.

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Table of Contents

1-PS4-1 WAVES AND THEIR APPLICATIONS.....	4
1-PS4-2 WAVES AND THEIR APPLICATIONS.....	5
1-PS4-3 WAVES AND THEIR APPLICATIONS.....	6
1-PS4-4 WAVES AND THEIR APPLICATIONS.....	7
1-LS1-1 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES.....	8
1-LS1-2 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES.....	10
1-LS3-1 HEREDITY: INHERITANCE AND VARIATION OF TRAITS	11
1-ESS1-1 EARTH'S PLACE IN THE UNIVERSE.....	12
1-ESS1-2 EARTH'S PLACE IN THE UNIVERSE.....	13

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
1-PS4-1 WAVES AND THEIR APPLICATIONS	
Performance Expectation	
Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	TE Only: Chapter 1 Performance Expectation Activity, 43a
Clarification Statement	
Examples of vibrating materials that make sound could include tuning forks or plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound or holding an object near a vibrating tuning fork.	
Science & Engineering Practices	
3. Planning and carrying out investigations: Planning and carrying out investigations to answer questions (science) or test solutions (engineering) to problems in K-2 build 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"> Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. 	SE/TE: 4, Try It!; 27, Lightning Lab; 32-33, Investigate It!; 40-41, Apply It!; 128-129, Investigate It! TE Only: xliv-xlv, STEMQuest; 3, SEP: Planning and Carrying Our Investigations; 26, Lightning Lab; 33a-33d, Activity Card Support; 43c, Performance Expectation Activity; 171, Differentiated Instruction
Disciplinary Core Ideas	
WAVE PROPERTIES	
Sound can make matter vibrate, and vibrating matter can make sound. (LE.PS4A.a)	SE/TE: 6-15, STEM Activity; 28, Explore It!; 29, Sounds; 32-33, Investigate It! TE Only: 31, Professional Development Note; 31a, Explore It!; 31b, Lesson 4 Check – Questions 1, 4; 33a-33d, Activity Card Support; 43a, Performance Expectation Activity
Crosscutting Concepts	
CAUSE AND EFFECT	
Simple tests can be designed to gather evidence to support or refute student ideas about causes.	SE/TE: 28, Explore It!; 29, Cause and Effect; 31, At-Home Lab; 40, Apply It! TE Only: 30, At-Home Lab; 43a, Performance Expectation Activity

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
1-PS4-2 WAVES AND THEIR APPLICATIONS	
Performance Expectation	
Make observations to construct an evidence-based account that objects can be seen only when illuminated.	TE Only: Chapter 1 Performance Expectation Activity, 43b
Clarification Statement	
Examples of observations could include those made in a completely dark room, a pinhole box, or a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light. This can be explored with light tables, 3-way mirrors, overhead projectors or flashlights.	
Science & Engineering Practices	
6. Constructing explanations and designing solutions: 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"> Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. 	SE/TE: 6-15, STEM Activity; 28, Explore It!; 40-41, Apply It!; 128-129, Investigate It! TE Only: 43b, Performance Expectation Activity; 43b, ELA/Literacy
Disciplinary Core Ideas	
ELECTROMAGNETIC RADIATION	
Objects can be seen if light is available to illuminate them or if they give off their own light. Some objects give off their own light. (LE.PS4B.a)	SE/TE: 17, Energy; 24-25, Envision It!; 24-27, Lesson 3; 40-41, Apply It!; 128-129, Investigate It! TE Only: xliv-xlv, STEMQuest; 27, 21 st Century Learning; 27b, Lesson 3 Check – Questions 1-4; 43b, Performance Expectation Activity; 43b, ELA/Literacy
Crosscutting Concepts	
CAUSE AND EFFECT	
Events have causes that generate observable patterns.	SE/TE: 17, Cause and Effect Activity 21, “Cause and Effect” Write-In Activity 22, Cause and Effect Activity 29, Cause and Effect Activity 115, Cause and Effect Activity

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
1-PS4-3 WAVES AND THEIR APPLICATIONS	
Performance Expectation	
Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	TE Only: Chapter 1 Performance Expectation Activity, 43c
Clarification Statement	
Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), or reflective (such as a mirror).	
Science & Engineering Practices	
3. Planning and carrying out investigations: 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"> Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. 	SE/TE: 4, Try It!; 27, Lightning Lab; 32-33, Investigate It!; 40-41, Apply It!; 128-129, Investigate It! TE Only: xliv-xlv, STEMQuest; 3, SEP: Planning and Carrying Our Investigations; 26, Lightning Lab; 33a-33d, Activity Card Support; 43c, Performance Expectation Activity; 171, Differentiated Instruction
Disciplinary Core Ideas	
ELECTROMAGNETIC RADIATION	
Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (LE.PS4B.b)	SE/TE: 4, Try It!; 26, Light Shines Through; 27, What Light Can Do; 39, Chapter Review – Lesson 3; 40-41, Apply It!; 43, Make a Presentation TE Only: xliv-xlv, STEMQuest; 2C, Art; 27b, Lesson 3 Check – Questions 3, 4; 39b, Chapter 1 Test – Question 5; 43c, Performance Expectation Activity
Crosscutting Concepts	
CAUSE AND EFFECT	
Simple tests can be designed to gather evidence to support or refute student ideas about causes.	SE/TE: 28, Explore It!; 29, Cause and Effect; 31, At-Home Lab; 40, Apply It! TE Only: 30, At-Home Lab; 43a, Performance Expectation Activity

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
1-PS4-4 WAVES AND THEIR APPLICATIONS	
Performance Expectation	
Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	TE Only: Chapter 1 Performance Expectation Activity, 43d
Clarification Statement	
Examples of devices could include a light source to send signals, paper cup and string “telephones,” or a pattern of drumbeats.	
Science & Engineering Practices	
6. Constructing explanations and designing solutions: 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"> Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. 	SE/TE: 6-15, STEM Activity; 43, Send a Message with Sound; 128-129, Investigate It; 144-153, STEM Activity TE Only: xliv-xlv, STEMQuest; 3, SEP: Planning and Carrying Our Investigations; 43d, Performance Expectation Activity
Disciplinary Core Ideas	
INSTRUMENTATION	
People also use a variety of devices to communicate (send and receive information) over long distances. (LE.PS4C.a)	SE/TE: 6-15, STEM Activity; 29, Sounds; 43, Send a Message with Sound; 202, Solve Problems TE Only: 43a, Performance Expectation Activity; 43d, ELA/Literacy
DEVELOPING POSSIBLE SOLUTIONS	
A situation that people want to change or create can be approached as a problem to be solved through engineering. (LE.ETS1A.a)	SE/TE: 104-113, How does a Greenhouse Work?; 194-197, STEM Activity; 202, Solve Problems; 203, Help People; 209, A Problem and a Goal; 222-227, Inquiry - Design It! TE Only: 213, 21 st Century Learning

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
Crosscutting Concepts	
SYSTEMS AND SYSTEM MODELS	
Systems in the natural and designed world have parts that work together.	See supporting content: SE/TE: 104-105, How Does a Greenhouse Work: 205, Different Materials TE Only: 204, 21 st Century Learning
1-LS1-1 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES	
Performance Expectation	
Use tools and 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.	TE Only: Chapter 2 Performance Expectation Activity, 99a
Clarification Statement	
Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells or animal scales; stabilizing structures by mimicking animal tails or roots on plants; keeping out intruders by mimicking thorns on branches or animal quills; and detecting intruders by mimicking eyes or ears.	
Science & Engineering Practices	
6. Constructing explanations and designing solutions: 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"> Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. 	SE/TE: 48-57, STEM Activity; 99, Design a Helmet; 208, Explore It!; 208-213, Lesson 3; 222-227, Design It! TE Only: 99a, Performance Expectation Activity
Disciplinary Core Ideas	
STRUCTURE AND FUNCTION	
All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (LE.LS1A.a)	SE/TE: 62-63, Animal Groups; 64-67, Lesson 2; 72-77, Lesson 3; 94, Chapter Review – Lessons 2, 3; 96-97, Apply It!; 98, Draw a Picture; 99, Design a Helmet TE Only: 44G-44H, Leveled Content Reader Support; 63b, Lesson 1 Check – Questions 1, 2; 67a, My Planet Diary; 67b, Lesson 2 Check – Questions 1-6; 77a, My Planet Diary; 77b, Lesson 3 Check – Questions 1-5; 95b, Chapter 2 Test – Question 6

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
INFORMATION PROCESSING	
Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (LE.LS1D.a)	SE/TE: 72-77, Lesson 4; 84, Kinds of Animals; 95, Chapter Review – Lesson 4; 96-97, Apply It!; 99, Design a Helmet TE Only: 71b, Lesson 3 Check – Question 4; 99a, Performance Expectation Activity; 99b, Performance Expectation Activity
DEVELOPING POSSIBLE SOLUTIONS	
Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for solutions to a problem. (LE.ETS1B.a)	SE Only: 21, Try It!; 39, Investigate It!; 109-110, 113, STEM Activity TE Only: 42, Try It! 43, Extend the Lesson; 44-45, STEM Activity; 60, Investigate It!; 67, Chapter 2 Test-Question 6; 69, Make an Animal World; 71a, ELA/Literacy; 109e, Performance Expectation Activity
OPTIMIZING THE DESIGN SOLUTION	
Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (LE.ETS1C.a)	SE/TE: 112-113, Inquiry – STEM Activity, 222-227 Inquiry: Design it!; 228, Design a New Hat
Crosscutting Concepts	
STRUCTURE AND FUNCTION	
The shape and stability of structures of natural and designed objects are related to their function(s).	SE/TE: 66, Roots, Stems, and Leaves; 84, Kinds of Animals; 85, Different Animals of One Kind; 94; Chapter Review - Lesson 2 TE Only: 99a, Performance Expectation Activity; 99a, ELA/Literacy; 140, CCC: Structure and Function; 186, CCC: Structure and Function

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
1-LS1-2 FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES	
Performance Expectation	
Read grade-appropriate texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	TE Only: Chapter 2 Performance Expectation Activity, 99b
Clarification Statement	
Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).	
Science & Engineering Practices	
8. Obtaining, evaluating, and communicating information: 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"> Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). 	SE/TE: 47, Let’s Read Science; 96-97, Apply It! TE Only: 44C, Reading; 44G-44H, Leveled Content Reader Support; 45, SEP: Obtaining, Evaluating, and Communicating Information; 99a, ELA/Literacy; 99b, Performance Expectation Activity; 99b, ELA/Literacy; 99c, Performance Expectation Activity; 99c, ELA/Literacy
Disciplinary Core Ideas	
GROWTH AND DEVELOPMENT OF ORGANISMS	
Adult plants and animals can have offspring. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (LE.LS1B.a)	SE/TE: 69, Seeds to Trees; 70, Life Cycle of a Plant; 72-77, Lesson 4 TE Only: 71b, Lesson 3 Check – Question 3; 77b, Lesson 4 Check – Questions 1-5; 99b, Performance Expectation Activity
Crosscutting Concepts	
PATTERNS	
Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.	SE/TE: 46, Try It!; 68, Explore It!; 70-71, Life Cycle of a Plant; 73, Animal Life Cycles; 74-75, Life Cycle of a Sea Turtle; 76-77, Life Cycle of a Grasshopper; 82, Explore It!; 98, Draw a Picture TE Only: 44, CCC: Patterns; 71a, Explore It!; 95, Chapter Review – Lesson 4; 99b, Performance Expectation Activity

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
1-LS3-1 HEREDITY: INHERITANCE AND VARIATION OF TRAITS	
Performance Expectation	
Make observations to construct an evidence-based account that young plants and animals are similar, but not exactly like, their parents.	TE Only: Chapter 2 Performance Expectation Activity, 99c
Clarification Statement	
Examples of observations could include: leaves from the same kind of plant are similar in shape but can differ in size, or a particular breed of dog looks like its parents but is not exactly the same. Examples of patterns could include features that plants or animals share.	
Science & Engineering Practices	
6. Constructing explanations and designing solutions: 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"> Make observations to construct an evidence-based account for natural phenomena. 	SE/TE: 46, Try It!; 54-55, Make and Test; 68, Explore It!; 82, Explore It!; 86-87, Investigate It! TE Only: 44G-44H, Leveled Content Reader Support; 85a, Explore It!; 87a-87d, Activity Card Support; 99c, Performance Expectation Activity
Disciplinary Core Ideas	
INHERITANCE OF TRAITS	
Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly like, their parents. (LE.LS3A.a)	SE/TE: 78, Inquiry: Explore It! How are babies and parents alike and Different? 79, Plants and Their Parents; 80, How Animals and Their Parents Are Alike; 81, How Animals and Their Parents are Different; 81, At-Home Lab. TE Only: 78 Engage/Explore; 78, Lesson Objective; 80, Explain/Elaborate; 80, Science Notebook; 81, 21 st Century Learning; 81, Evaluate
VARIATION OF TRAITS	
Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (LE.LS3B.a)	SE/TE: 46, Try It!; 82-85, Lesson 6; TE Only: 44G-44H, Leveled Content Reader Support; 81, 21 st Century Learning; 85a, Explore It!; 85b, Lesson 6 Check – Question 5; 94, ELL Support

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
Crosscutting Concepts	
PATTERNS	
Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.	SE/TE: 46, Try It!; 68, Explore It!; 70-71, Life Cycle of a Plant; 73, Animal Life Cycles; 74-75, Life Cycle of a Sea Turtle; 76-77, Life Cycle of a Grasshopper; 82, Explore It!; 98, Draw a Picture TE Only: 44, CCC: Patterns; 71a, Explore It!; 95, Chapter Review – Lesson 4; 99b, Performance Expectation Activity
1-ESS1-1 EARTH’S PLACE IN THE UNIVERSE	
Performance Expectation	
Use observations of the sun, moon, and stars to describe patterns that can be predicted.	TE Only: Chapter 3 Performance Expectation Activity, 139a
Clarification Statement	
Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.	
Science & Engineering Practices	
4. Analyzing and interpreting data: Analyzing and interpreting data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	
<ul style="list-style-type: none"> Use observations to describe patterns in the natural world in order to answer scientific questions. 	SE/TE: 102, Try It!; 118, Explore It!; 119, Write; 121, Draw; 122, At-Home Lab; 125, Write; 126, Write; 127, Lightning Lab; 139, Day and Night; 139, Sunrise, Sunset TE Only: 101, SEP: Analyzing and Interpreting Data; 116, Science Notebook; 123a, Explore It!; 127a, My Planet Diary; 129c, Guided Inquiry; 139a, Performance Expectation Activity; 139a, ELA/Literacy; 139b, Performance Expectation Activity
Disciplinary Core Ideas	
THE UNIVERSE AND ITS STARS	
Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (LE.ESS1A.a)	SE/TE: 118-123, Lesson 2; Chapter Review – Lesson 2; 139, Day and Night TE Only: 100C, Reading; 100C, Social Studies; 123a, Explore It!; 123b, Lesson 2 Check – Questions 1-5; 139a, Performance Expectation Activity

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
Crosscutting Concepts	
PATTERNS	
Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.	SE/TE: 102, Try It!; 118-123, Lesson 2; 125, Spring; 126, Summer and Fall; 127, Winter; 139, Day and Night; 139, Sunrise, Sunset TE Only: 100, CCC: Patterns; 116, Science Notebook; 123a, Explore It!; 127b, Lesson 3 Check – Question 2; 139a, Performance Expectation Activity; 139b, Performance Expectation Activity
1-ESS1-2 EARTH'S PLACE IN THE UNIVERSE	
Performance Expectation	
Make observations at different times of year to relate the amount of daylight to the time of year.	TE Only: Chapter 3 Performance Expectation Activity, 139b
Clarification Statement	
Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring, fall, or summer.	
Science & Engineering Practices	
3. Planning and carrying out investigations: Planning and carrying out investigations to answer questions or test solutions to problems in K-2 build 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"> Make observations to collect data that can be used to make comparisons. 	SE/TE: 102, Try It!; 118, Explore It!; 128-129, Investigate It!; 136-137, Apply It!; 142, Try It!; 168, Explore It! TE Only: 123a, Explore It!; 139b, Performance Expectation Activity; 139b, ELA/Literacy; 139b, Mathematics; 171a, Explore It!
Disciplinary Core Ideas	
EARTH AND THE SOLAR SYSTEM	
Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (L.E.ESS1B.a)	SE/TE: 122, Sunrise and Sunset; 125, Spring; 126, Summer and Fall; 127, Winter; 139, Sunrise, Sunset TE Only: 100C, Writing; 139b, Performance Expectation Activity

**A Correlation of Interactive Science, Grade 1, ©2016, to the
Louisiana Student Standards for Science**

Louisiana Student Standards for Science	Interactive Science, Grade 1 ©2016
Crosscutting Concepts	
PATTERNS	
Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.	SE/TE: 102, Try It!; 118-123, Lesson 2; 125, Spring; 126, Summer and Fall; 127, Winter; 139, Day and Night; 139, Sunrise, Sunset TE Only: 100, CCC: Patterns; 116, Science Notebook; 123a, Explore It!; 127b, Lesson 3 Check – Question 2; 139a, Performance Expectation Activity; 139b, Performance Expectation Activity