

Next Generation Science Standards* Correlation

Engineering Design	Where You Will Find It
<p>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>Skills Handbook: P1.1, P1.4, P2.1, P2.2, P2.3</p> <p>STEM Activities: Chapter 1 STEM Activity Part 1 STEM Activity Chapter 2 STEM Activity Part 2 STEM Activity Chapter 3 STEM Activity</p> <p>Inquiry Labs: Life Science Performance- Part 2 Lesson 3 Explore It! Based Assessment Part 2 Investigate It! Part 2 Try It! Part 2 Design It!</p>
<p>Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<p>Skills Handbook: P2.1, P2.2, P2.3</p> <p>STEM Activities: Chapter 1 STEM Activity Part 1 STEM Activity Chapter 2 STEM Activity Part 2 STEM Activity Chapter 3 STEM Activity</p> <p>Inquiry Labs: Life Science Performance- Part 2 Lesson 3 Explore It! Based Assessment Part 2 Investigate It! Part 2 Try It! Part 2 Design It!</p>
<p>Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	<p>Skills Handbook: P2.1, P2.2, P2.3</p> <p>STEM Activities: Chapter 1 STEM Activity Part 1 STEM Activity Chapter 2 STEM Activity Part 2 STEM Activity Chapter 3 STEM Activity</p> <p>Inquiry Labs: Part 2 Try It! Part 2 Investigate It! Part 2 Lesson 3 Explore It! Part 2 Design It!</p>

Waves: Light and Sound

Disciplinary Core Ideas	Where You Will Find It	Performance Expectations
Wave Properties: <ul style="list-style-type: none"> • Sound can make matter vibrate, and vibrating matter can make sound. 	Lesson: 1.4	<i>Students who demonstrate understanding can:</i> <p>Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.</p> <p>Assessment Boundary: N/A</p>

Crosscutting Concepts: Cause and Effect

- Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Chapter 1

Science and Engineering Practices: Planning and Carrying Out Investigations

- Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods

- Science investigations begin with a question.
- Scientists use different ways to study the world.

ELA/Literacy	Mathematics
<ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 	N/A

Activities for the Performance Expectation as well as the ELA/Literacy and/or Mathematics connections can be found in the *Teacher’s Edition* on page 43a. These activities may be used with Chapter 1.

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Waves: Light and Sound

Disciplinary Core Ideas	Where You Will Find It	Performance Expectations
Electromagnetic Radiation <ul style="list-style-type: none"> Objects can be seen if light is available to illuminate them or if they give off their own light. 	Lessons: 1.1, 1.3	<p><i>Students who demonstrate understanding can:</i></p> <p>Make observations to construct an evidence-based account that objects can be seen only when illuminated.</p> <p>Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and 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.</p> <p>Assessment Boundary: N/A</p>

Crosscutting Concepts: Cause and Effect

Chapter 1

- Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Science and Engineering Practices: Constructing Explanations and Designing Solutions

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

ELA/Literacy	Mathematics
<ul style="list-style-type: none"> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 	N/A

Activities for the Performance Expectation as well as the ELA/Literacy and/or Mathematics connections can be found in the *Teacher’s Edition* on page 43b. These activities may be used with Chapter 1.

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Waves: Light and Sound

Disciplinary Core Ideas	Where You Will Find It	Performance Expectations
<p>Electromagnetic Radiation:</p> <ul style="list-style-type: none"> 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. (Boundary: 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.) 	<p>Lesson: 1.3</p>	<p><i>Students who demonstrate understanding can:</i></p> <p>Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p> <p>Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).</p> <p>Assessment Boundary: Assessment does not include the speed of light.</p>

Crosscutting Concepts: Cause and Effect

Chapter 1

- Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Science and Engineering Practices: Planning and Carrying Out Investigations

- Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.

ELA/Literacy	Mathematics
<ul style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 	<p style="text-align: center;">N/A</p>

Activities for the Performance Expectation as well as the ELA/Literacy and/or Mathematics connections can be found in the *Teacher’s Edition* on page 43c. These activities may be used with Chapter 1.

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Waves: Light and Sound

Disciplinary Core Ideas	Where You Will Find It	Performance Expectations
Information Technologies and Instrumentation: <ul style="list-style-type: none"> • People also use a variety of devices to communicate (send and receive information) over long distances. 	Lesson: 1.1	<p><i>Students who demonstrate understanding can:</i></p> <p>Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*</p> <p>Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.</p> <p>Assessment Boundary: Assessment does not include technological details for how communication devices work.</p>

Crosscutting Concepts: *Connections to Engineering, Technology, and Applications of Science* Influence of Engineering, Technology, and Science on the Natural World

Chapter 2

- People depend on various technologies in their lives; human life would be very different without technology.

Science and Engineering Practices: *Constructing Explanations and Designing Solutions*

- Use tools and materials provided to design a device that solves a specific problem.

ELA/Literacy	Mathematics
<ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 	<ul style="list-style-type: none"> • Use appropriate tools strategically. • Order three objects by length; compare the lengths of two objects indirectly by using a third object. • Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

Activities for the Performance Expectation as well as the ELA/Literacy and/or Mathematics connections can be found in the *Teacher’s Edition* on page 43d. These activities may be used with Chapter 1.

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Structure, Function, and Information Processing

Disciplinary Core Ideas	Where You Will Find It	Performance Expectations
<p>Structure and Function:</p> <ul style="list-style-type: none"> 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. 	<p>Lessons: 2.1, 2.2</p> <p>Chapter 2: Try It!</p>	<p><i>Students who demonstrate understanding can:</i></p> <p>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.*</p> <p>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, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.</p> <p>Assessment Boundary: N/A</p>
<p>Information Processing:</p> <ul style="list-style-type: none"> 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. 	<p>Lessons: 2.1, 2.2</p>	

Crosscutting Concepts: Structure and Function

Chapter 2

- The shape and stability of structures of natural and designed objects are related to their function(s).

Connections to Engineering, Technology, and Applications of Science Influence of Engineering, Technology, and Science on Society and the Natural World

- Every human-made product is designed by applying some knowledge of the natural world and is built by built using materials derived from the natural world.

Science and Engineering Practices: Constructing Explanations and Designing Solutions

- Use tools and materials provided to design a device that solves a specific problem.

ELA/Literacy	Mathematics
<ul style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 	<p>N/A</p>

Activities for the Performance Expectation as well as the ELA/Literacy and/or Mathematics connections can be found in the *Teacher’s Edition* on page 99a. These activities may be used with Chapter 2.

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Structure, Function, and Information Processing

Disciplinary Core Ideas	Where You Will Find It	Performance Expectations
<p>Growth and Development of Organisms:</p> <ul style="list-style-type: none"> Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. 	<p>Lessons: 2.3, 2.4</p>	<p><i>Students who demonstrate understanding can:</i></p> <p>Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p> <p>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).</p> <p>Assessment Boundary: N/A</p>

Crosscutting Concepts: Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Chapter 2

Science and Engineering Practices: Obtaining, Evaluating, and Communicating Information

- Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.

Connections to Nature of Science

Scientific Knowledge Is Based on Empirical Evidence

- Scientists look for patterns and order when making observations about the world.

ELA/Literacy	Mathematics
<ul style="list-style-type: none"> Ask and answer questions about key details in a text. Identify the main topic and retell key details of a text. With prompting and support, read informational texts appropriately complex for grade. 	<ul style="list-style-type: none"> Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Activities for the Performance Expectation as well as the ELA/Literacy and/or Mathematics connections can be found in the *Teacher's Edition* on page 99b. These activities may be used with Chapter 2.

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Structure, Function, and Information Processing

Disciplinary Core Ideas	Where You Will Find It	Performance Expectations
Inheritance of Traits <ul style="list-style-type: none"> Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. 	Lesson: 2.5	<p><i>Students who demonstrate understanding can:</i></p> <p>Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p>Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.</p> <p>Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.</p>
Variation of Traits: <ul style="list-style-type: none"> Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. 	Lessons: 2.2, 2.6, 2.6 Explore It	

Crosscutting Concepts: Patterns

Chapter 2

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Science and Engineering Practices: Constructing Explanations and Designing Solutions

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

ELA/Literacy	Mathematics
<ul style="list-style-type: none"> Ask and answer questions about key details in a text. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> Reason abstractly and quantitatively. Use appropriate tools strategically. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Activities for the Performance Expectation as well as the ELA/Literacy and/or Mathematics connections can be found in the *Teacher’s Edition* on page 99c. These activities may be used with Chapter 2.

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Space Systems: Patterns and Cycles

Disciplinary Core Ideas	Where You Will Find It	Performance Expectations
<p>The Universe and its Stars:</p> <ul style="list-style-type: none"> Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. 	<p>Lessons: 3.1, 3.2</p>	<p><i>Students who demonstrate understanding can:</i></p> <p>Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p>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.</p> <p>Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.</p>

Crosscutting Concepts: Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Chapter 3

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes natural events happen today as they happened in the past.
- Many events are repeated.

Science and Engineering Practices: Analyzing and Interpreting Data

- Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.

ELA/Literacy	Mathematics
<ul style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<p style="text-align: center;">N/A</p>

Activities for the Performance Expectation as well as the ELA/Literacy and/or Mathematics connections can be found in the *Teacher’s Edition* on page 139a. These activities may be used with Chapter 3.

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Space Systems: Patterns and Cycles

Disciplinary Core Ideas	Where You Will Find It	Performance Expectations
<p>Earth and the Solar System:</p> <ul style="list-style-type: none"> Seasonal patterns of sunrise and sunset can be observed, described, and predicted. 	<p>Lesson: 3.3</p>	<p><i>Students who demonstrate understanding can:</i></p> <p>Make observations at different times of year to relate the amount of daylight to the time of year.</p> <p>Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.</p> <p>Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.</p>

Crosscutting Concepts: Patterns

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Chapter 3

Science and Engineering Practices: Planning and Carrying Out Investigations

- Make observations (firsthand or from media) to collect data that can be used to make comparisons.

ELA/Literacy	Mathematics
<ul style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> Reason abstractly and quantitatively. Model with mathematics. Use appropriate tools strategically. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Activities for the Performance Expectation as well as the ELA/Literacy and/or Mathematics connections can be found in the *Teacher’s Edition* on page 139b. These activities may be used with Chapter 3.

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