**Standards Map for Kindergarten Through Grade Eight**

**Grade 1 – California Next Generation Science Standards**

**1-LS1 From Molecules to Organisms: Structures and Processes**

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| **Science and Engineering Practices****Disciplinary Core Ideas****Crosscutting Concepts** | **Publisher Citations** | **Meets Standard** | **Reviewer Comments, Citations, and Questions** | **Performance Expectation** | **Publisher Citations** | **Meets Standard** | **Reviewer Comments, Citations, and Questions** |
| **Y** | **N** | **Y** | **N** |
| **SEP** | **Constructing Explanations and Designing Solutions**Constructing explanations and designing solutions 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. * Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1)
 | **KEY:****M = Module** **DQ = Driving Question** **L = Lesson** **TE = Teacher Edition****TB = Student Edition known as the Twig Book****LR = Leveled Reader** **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ6 L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)Key ResourcesL3 **Biomimicry: Lotus Leaf** video**EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)Key ResourcesL4 **How Seeds Move** video L6 **Seed Dispersal** video |  |  |  | **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.\*** [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.] | **KEY:****M = Module** **DQ = Driving Question** **L = Lesson** **TE = Teacher Edition****TB = Student Edition known as the Twig Book****LR = Leveled Reader****EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology** M1\_DQ6L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)Key ResourcesL2 **Biomimicry: Hook and Loop** videoL3 **Biomimicry: Lotus Leaf** video |  |  |  |
| **DCI** | **LS1.A: 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. (1-LS1-1)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ1L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TBL9 (TE, TB)L10 (TE, TB)L11 (TE, TB)Key ResourcesL1 **Big Al** videoL2 **Animals: How Do They Survive?** Prior-KnowledgeRead-Aloud text; **Animal Groups** videoL3 **Animal Skin** visual; **Elephant Report: Skin** video; **Fur, Feathers, and Scales** videoL4 **Elephant Report: Moving** video; **Just Keep Moving!** Read-Aloud textL5 **Animal Moves Song** video; **Animals** visual; **How Do Animals Move?** videoL7 **Elephant Report: Defending Themselves** video; **Pebble Toad** video; **Octopus** video; **Oogpister Beetle** video; **Box Turtle** videoL8 **Elephant Report: Trunks** videoL9 **Sugar Glider** video; **Hawaiian Pom-Pom Crab** video; **Puffer Fish** video; **Capuchin Monkeys** video; **Unusual Animals** visualL10 **Elephant Report: Eating** video; **Making an Animal Instructions**visual**EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ2L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)Key ResourcesL1 **What Do Plants Need?** videoL2 **Plant Parts Song** visual; **Plant Parts Song** video; **Parts of a Plant** visualL3 **Plant Factory** interactiveL4 **Museum of Leafology Trailer** video **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ5L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)Key ResourcesL1 **Extremely Clever Plants** videoL2 **Cactus—Pixelate** video; **Extremely Dangerous Plants** videoL3 **Museum of Leafology Design Process** visual; **Family Outreach** handout**EXAMPLE FOUR****Grade 1 Module 2****Animal Reporters**M2\_DQ4L4 (TE , TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB)L9 (TE, TB)Key ResourcesL4 **Animal Vibrations** videoL6 **Peacock Spider** videoL8 **Humpback Whales** videoL9 **Just Keep Moving!** Read-Aloud text **EXAMPLE FIVE****Grade 1 Module 1****Leveled Reader:** **Our Leafy Friends**Chapter 1 (LR 2-13)Associated lessons (TE, TB)Chapter 3 (LR 22-29)Associated lessons (TE, TB) |  |  |  |
| **DCI** | **LS1.D: 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. (1-LS1-1)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ4L1 (TE 162-168, TB 61-63)Key ResourcesL1 **Prairie Dogs** video**EXAMPLE TWO****Grade 1 Module 2****Animal Reporters**M2\_DQ4L4 (TE, TB)Key ResourcesL4 **Animal Vibrations** video **EXAMPLE THREE****Grade 1 Module 2****Animal Reporters**M2\_DQ4L8 (TE , TB)Key ResourcesL8 **Humpback Whales** video**EXAMPLE FOUR****Grade 1 Module 1****Museum of Leafology**M1\_DQ5L1 (TE, TB)L2 (TE, TB)Key ResourcesL1 **Extremely Clever Plants** videoL2 **Extremely Dangerous Plants** video |  |  |  |
| **CCC** | **Structure and Function*** The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology** M1\_DQ5L1 (TE, TB)L2 (TE, TB)L3 (TE, TB) **EXAMPLE TWO****Grade 1, Module 2****Animal Reporters**M2\_DQ1L3 (TE, TB) |  |  |  |
| **CCC** |  ***Connections to Engineering, Technology, and Applications of Science*****Influence of Science, Engineering and Technology on Society and the Natural World*** Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (1-LS1-1)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE 236-241, TB 69)Key ResourcesL1 **Inspiring Nature** visualL2 **Biomimicry: Hook and Loop Fasteners** video; **Look at a Plant Poem** visualL3 **Biomimicry: Lotus Leaf** video**EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L5 (TE, TB)L6 (TE, TB) |  |  |  |

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| **Science and Engineering Practices****Disciplinary Core Ideas****Crosscutting Concepts** | **Publisher Citations** | **Meets Standard** | **Reviewer Comments, Citations, and Questions** | **Performance Expectation** | **Publisher Citations** | **Meets Standard** | **Reviewer Comments, Citations, and Questions** |
| **Y** | **N** | **Y** | **N** |
| **SEP** | **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.* Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ3L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)Key ResourcesL1 **Elephant Report: Caring for Their Young** videoL2 **Spectacled Caiman Family** video; **Fiordland Crested Penguin Family** video; **Shrew Family** video; **Otter Family** videoL3 **Elephant Report: Young Communicating with Parent** videoL5 **Just Keep Moving!** Read-Aloud text **EXAMPLE TWO****Grade 1 Module 2****Leveled Reader: Animal Talk**Chapter 1 (LR 2-15)Associated lessons (TE, TB) |  |  |  | **1-LS1-2.****Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.** [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).] | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ3L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)Key ResourcesL1 **Elephant Report: Caring for Their Young** videoL2 **Spectacled Caiman Family** video; **Fiordland Crested Penguin Family** video; **Shrew Family** video; **Otter Family** videoL3 **Elephant Report: Young Communicating with Parent** videoL5 **Just Keep Moving!** Read-Aloud text **EXAMPLE TWO****Grade 1 Module 2****Leveled Reader: Animal Talk**Chapter 3 (LR 22-29)Associated lessons (TE 280-284, TB 106-107) |  |  |  |
| **SEP** | ***Connections to Nature of Science*****Scientific Knowledge is Based on Empirical Evidence*** Scientists look for patterns and order when making observations about the world. (1-LS1-2)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ1L1 (TE, TB)Key ResourcesL1 **Animal Reporters Trailer** video; **Big Al** video**EXAMPLE TWO****Grade 1 Module 2****Animal Reporters**M2\_DQ3L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB))L5 (TE, TB)Key ResourcesL1 **Elephant Report: Caring for Their Young** videoL2 **Spectacled Caiman Family** video; **Fiordland Crested Penguin Family** video; **Shrew Family** video; **Giant Otter Family** videoL3 **Elephant Report: Young Communicating** **with Parent** videoL5 **Just Keep Moving!** Read-Aloud text |  |  |  |
| **DCI** | **LS1.B: Growth and Development of Organisms** * 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. (1-LS1-2)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ1-7: several lessons; individual examples belowM1\_DQ1L4 (TE, TB)M1\_DQ2L1 (TE, TB)Key Resources**What Do Plants Need?** video; **Plant a Seed Poem** visualM1\_DQ3L2 (TE, TB)Key Resources**Scattering Seeds Poem** visual; **How Seeds Move** videoM1\_DQ3L7 (TE, TB)M1\_DQ4L1 (TE, TB)L2 (TE, TB)L4 (TE, TB)Key ResourcesL4 **Seedlings and Their Parent Plants** video; **Answer Key for Young, Adult, and Parent Plants** visualM1\_DQ5L3 (TE, TB)M1\_DQ7L2 (TE, TB)**EXAMPLE TWO****Grade 1 Module 2****Animal Reporters**M2\_DQ3L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L5 (TE , TB)Key ResourcesL1 **Elephant Report: Caring for Their Young** videoL2 **Spectacled Caiman Family** video; **Fiordland Crested Penguin Family** video; **Shrew Family** video; **Giant Otter Family** videoL3 **Elephant Report: Young Communicating with Parent** videoL5 **Just Keep Moving!** Read-Aloud text |  |  |  |
| **CCC** | **Patterns** * Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ1-4: multiple lessons; individual examples belowM2\_DQ1L1 (TE, TB)M2\_DQ2L1 (TE, TB)L2 (TE, TB)M2\_DQ3L5 (TE, TB)Key ResourcesL5 **Just Keep Moving!** Read-Aloud text**EXAMPLE TWO****Grade 1 Module 1****Leveled Reader: Our Leafy Friends**Chapter 2 (LR 14-19)Associated lessons (TE, TB)Chapter 3 (LR 22-29)Associated lessons (TE, TB) |  |  |  |

**1-LS3 Heredity: Inheritance and Variation of Traits**

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| **Y** | **N** | **Y** | **N** |
| **SEP** | **Constructing Explanations and Designing Solutions**Constructing explanations and designing solutions 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. * Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-LS3-1)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ4L3 (TE, TB)L4 (TE, TB)Key ResourcesL3 **Bean Plants** visual; **Trees** visual; **Bean Plants and Trees** visual; **Time-Lapse of a Plant** videoL4 **Seedlings and Their Parent Plants** video **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ5L3 (TE, TB) **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ7L2 (TE, TB) **EXAMPLE FOUR****Grade 1 Module 2****Animal Reporters**M2\_DQ2L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)Key ResourcesL1 **Young Animals** videoL2 **Elephant Report: Young Elephants** video; **Animal Parents and Their Young** visualL3 **Mother Pig and Her Young** visual; **Emus** video **EXAMPLE FIVE****Grade 1 Module 1****Leveled Reader: Our Leafy Friends**Chapter 1 (2-13)Associated lessons (TE, TB) |  |  |  | **1-LS3-1.****Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.** [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.] [Assessment Boundary: *Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]* | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ4L3 (TE, TB)L4 (TE, TB)Key ResourcesL3 **Bean Plants** visual; **Trees** visual; **Bean Plants and Trees** visual; **Time-Lapse of a Plant** videoL4 **Seedlings and Their Parent Plants** video **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ5L2 (TE, TB)L3 (TE, TB)Key ResourcesL2 **Cactus—Pixelate** video; **Extremely Dangerous Plants** video **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ7L2 (TE, TB) **EXAMPLE FOUR****Grade 1 Module 2****Animal Reporters**M2\_DQ2L1 (TE, TB)L2 (TE, TB)L3 (TE, TB) **EXAMPLE FIVE****Grade 1 Module 1****Leveled Reader: Our Leafy Friends**Chapter 1 (LR 2-13)Associated lessons (TE, TB) **EXAMPLE SIX****Grade 1 Module 2****Leveled Reader:** **Animal Talk**Chapter 1 (LR 2-15)Associated lessons (TE, TB) |  |  |  |
| **DCI** | **LS3.A: 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. (1-LS3-1)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ4L3 (TE, TBKey ResourcesL4 **Seedlings and Their Parent Plants** video**EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ7L1 (TE, TB)L2 (TE, TB)**EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ5L3 (TE, TB)**EXAMPLE FOUR****Grade 1 Module 1****Museum of Leafology**M1\_DQ2L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)Key ResourcesL1 **What Do Plants Need?** video; **Plant a Seed Poem** visualL2 **Plant Parts Song** visual; **Plant Parts Song** video; **Parts of a Plant** visualL3 **Plant Factory** interactive**EXAMPLE FIVE****Grade 1 Module 2****Animal Reporters**M2\_DQ2L2 (TE, TB)Key ResourcesL2 **Elephant Report: Young Elephants** video |  |  |  |
| **DCI** | **LS3.B: Variation of Traits** * Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ4L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)Key ResourcesL3 **Bean Plants** visual; **Trees** visual; **Bean Plants and Trees** visual; **Time-Lapse of a Plant** videoL4 **Seedlings and Their Parent Plants** video **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ7L1 (TE. TB)L2 (TE, TB)L3 (TE. TB)Key ResourcesL3 **Answer Key for Parent and Adult Plants** visual **EXAMPLE THREE****Grade 1 Module 2****Animal Reporters**M2\_DQ2L2 (TE, TB)L3 (TE, TB)Key ResourcesL2 **Elephant Report: Young Elephants** videoL3 **Mother Pig and Its Young** visual; **Emus** video |  |  |  |
| **CCC** | **Patterns** * Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (1-LS3-1)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ1L2 (TE, TB)Key ResourcesL2 **Is It Living? Prior-Knowledge****Read-Aloud** text **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ2L2 (TE, TB)L3 (TE, TB)Key ResourcesL2 **Plant Parts Song** visual; **Plant Parts Song** video; **Parts of a Plant** visualL3 **Plant Factory** interactive **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L2 (TE, TB)Key ResourcesL2 **How Seeds Move** video **EXAMPLE FOUR****Grade 1 Module 1****Museum of Leafology**M1\_DQ4L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)Key ResourcesL3 **Bean Plants** visual; **Trees** visual; **Bean Plants and Trees** visual; **Time-Lapse of a Plant** videoL4 **Seedlings and Their Parent Plants** video **EXAMPLE FIVE****Grade 1 Module 2****Animal Reporters**M2\_DQ1L1 (TE, TB)Key ResourcesL1 **Animal Reporters Trailer** video; **Big Al** video **EXAMPLE SIX****Grade 1 Module 2****Animal Reporters**M2\_DQ2L1 (TE, TB)L2 (TE, TB)Key ResourcesL1 **Young Animals** videoL2 **Elephant Report: Young Elephants** video **EXAMPLE SEVEN****Grade 1 Module 2****Animal Reporters**M2\_DQ3L5 (TE, TB)Key ResourcesL5 **Just Keep Moving!** Read-Aloudtext **EXAMPLE EIGHT****Grade 1 Module 1****Leveled Reader: Our Leafy Friends**Chapter 1 (LR 2-13)Associated lessons (TE, TB) |  |  |  |

**1-ESS1 Earth’s Place in the Universe**

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| **Y** | **N** | **Y** | **N** |
| **SEP** | **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.* Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1-ESS1-1)
 | **EXAMPLE ONE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ1L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE , TB)L7 (TE, TB)Key ResourcesL2 **Sky Report: Sun** videoL4 **Patterns in the Sky Song** videoL5 **Position of the Sun Model** visual **EXAMPLE TWO****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L1 (TE. TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE. TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB)Key ResourcesL2 **Sky Report: Moon** videoL4 **Phases of the Moon** videoL5 **Sky Report: Moon in the Sky** video**EXAMPLE THREE****Grade 1 Module 4****Leveled Reader: Day and Night**Chapter 1 (LR 2-15)Associated lessons (TE, TB)Chapter 2 (LR 16-21)Associated lessons (TE, TB) |  |  |  | **1-ESS1-1.****Use observations of the sun, moon, and stars to describe patterns that can be predicted.** [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.] [*Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.*] | **EXAMPLE ONE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ1L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L7 (TE, TB)Key ResourcesL2 **Sky Report: Sun** videoL4 **Patterns in the Sky Song** videoL5 **Position of the Sun Model** visual **EXAMPLE TWO****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB)Key ResourcesL2 **Sky Report: Moon** videoL4 **Phases of the Moon** videoL5 **Sky Report: Moon in the Sky** video **EXAMPLE THREE****Grade 1 Module 4****Leveled Reader: Day and Night**Chapter 1 (LR 2-15)Associated lessons (TE, TB)Chapter 2 (LR 16-21)Associated lessons (TE, TB) |  |  |  |
| **DCI** | **ESS1.A: The Universe and its Stars*** Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)
 | **EXAMPLE ONE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ1L1 (TE, TB)L2 (TE, TB)L5 (TE, TB)L7 (TE, TB)Key ResourcesL1 **Patterns in the Sky Trailer** video**EXAMPLE TWO****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB)Key ResourcesL2 **Sky Report: Moon** videoL4 **Phases of the Moon** videoL5 **Sky Report: Moon in the Sky** video |  |  |  |
| **CCC** | **Patterns*** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1)
 | **EXAMPLE ONE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ1L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L7 (TE, TB)Key ResourcesL2 **Sky Report: Sun** videoL4 **Patterns in the Sky Song** videoL5 **Position of the Sun Model** visual **EXAMPLE TWO****Grade 1 Module 4****Patterns in the Sky**M4\_DQ2L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB) **EXAMPLE THREE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L3 (TE, TB)L4 (TE , TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE 156-161, TB 72) **EXAMPLE FOUR****Grade 1 Module 4****Leveled Reader: Day and Night**Chapter 2 (LR 14-17)Associated lessons (TE , TB) |  |  |  |
| **CCC** | ***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. (1-ESS1-1)
* Many events are repeated. (1-ESS1-1)
 | **EXAMPLE ONE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ1L2 (TE, TB)L3 (TE, TB)L4 (TE, TB) **EXAMPLE TWO****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB) |  |  |  |

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| **Y** | **N** | **Y** | **N** |
| **SEP** | **Planning and Carrying Out Investigations**Planning and carrying out investigations to answer questions or test solutions 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. * Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2)
 | **EXAMPLE ONE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ2L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB) **EXAMPLE TWO****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L3 (TE, TB) |  |  |  | **1-ESS1-2.****Make observations at different times of year to relate the amount of daylight to the time of year.** [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: *Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]* | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ2L3 (TE, TB) **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L3 (TE 216-222, TB 64) **EXAMPLE THREE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ2L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB) **EXAMPLE FOUR****Grade 1 Module 4****Leveled Reader: Day and Night**Chapter 3 (LR 20-29)Associated lessons (TE 174-178, TB 79-80) |  |  |  |
| **DCI** | **ESS1.B: Earth and the Solar System*** Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ2L3 (TE, TB) **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L3 (TE, TB)**EXAMPLE THREE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ2L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB) |  |  |  |
| **CCC** | **Patterns*** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-2)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ2L3 (TE, TB)**EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L3 (TE, TB)**EXAMPLE THREE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ1L2 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)**EXAMPLE FOUR****Grade 1 Module 4****Patterns in the Sky**M4\_DQ2L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)**EXAMPLE FIVE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB)Key ResourcesL4 **Phases of the Moon** videoL5 **Sky Report: Moon in the Sky** video**EXAMPLE SIX****Grade 1 Module 3****Shadow Town**M3\_DQ1L6 (TE 46-52, TB 18-19) **EXAMPLE SEVEN****Grade 1 Module 3****Shadow Town**M3\_DQ2L2 (TE 94-99, TB 33)**EXAMPLE EIGHT****Grade 1 Module 3****Shadow Town**M3\_DQ3L1 (TE 136-143, TB 51-54)**EXAMPLE NINE****Grade 1 Module 4****Leveled Reader: Day and Night**Chapter 1 (LR 2-13)Associated lessons (TE 162-167, TB 73-74)Chapter 2 (LR 14-19)Associated lessons (TE, TB |  |  |  |

**1-PS4 Waves and their Applications in Technologies for Information Transfer**

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| **Science and Engineering Practices****Disciplinary Core Ideas****Crosscutting Concepts** | **Publisher Citations** | **Meets Standard** | **Reviewer Comments, Citations, and Questions** | **Performance Expectation** | **Publisher Citations** | **Meets Standard** | **Reviewer Comments, Citations, and Questions** |
| **Y** | **N** | **Y** | **N** |
| **SEP** | **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions 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. * Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-1)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ4L2 (TE, TB)L3 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB) **EXAMPLE TWO****Grade 1 Module 3****Shadow Town**M3\_DQ1L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB) |  |  |  | **1-PS4-1.****Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.** [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.] | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ4L2 (TE, TB)L3 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB) |  |  |  |
| **SEP** | ***Connections to Nature of Science*****Scientific Investigations Use a Variety of Methods*** Science investigations begin with a question. (1-PS4-1)
* Scientists use different ways to study the world. (1-PS4-1)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)Key ResourcesL4 **Trial and Error—Lion Lights** video **EXAMPLE TWO****Grade 1 Module 2****Animal Reporters**M2\_DQ4L1 ()Key Resources**Prairie Dogs** video **EXAMPLE THREE****Grade 1 Module 2****Animal Reporters**M2\_DQ4L2 (TE, TB)L3 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB) |  |  |  |
| **DCI** | **PS4.A: Wave Properties*** Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ4L2 (TE, TB)L3 (TE, TB)L8 (TE, TB) **EXAMPLE TWO****Grade 1 Module 2****Animal Reporters**M2\_DQ5L2 (TE, TB) |  |  |  |
| **CCC** | **Cause and Effect*** Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-1)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ4L2 (TE, TB)L3 (TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB) |  |  |  |

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| **Science and Engineering Practices****Disciplinary Core Ideas****Crosscutting Concepts** | **Publisher Citations** | **Meets Standard** | **Reviewer Comments, Citations, and Questions** | **Performance Expectation** | **Publisher Citations** | **Meets Standard** | **Reviewer Comments, Citations, and Questions** |
| **Y** | **N** | **Y** | **N** |
| **SEP** | **Constructing Explanations and Designing Solutions**Constructing explanations and designing solutions 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. * Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-PS4-2)
 | **EXAMPLE ONE****Grade 1 Module 3****Shadow Town**M3\_DQ1L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)Key ResourcesL2 **What Is a Shadow?** videoL4 **Cat and Mouse Shadows** video**EXAMPLE TWO****Grade 1 Module 3****Shadow Town**M3\_DQ2L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)Key ResourcesL4 **Lighting Up Our World** video **EXAMPLE THREE****Grade 1 Module 3****Shadow Town**M3\_DQ3L3 (TE, TB) |  |  |  | **1-PS4-2.** **Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.** [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.] | **EXAMPLE ONE****Grade 1 Module 3****Shadow Town**M3\_DQ2L2 (TE< TB)L3 (TE, TB,)L4 (TE, TB)L5 (TE, TB) |  |  |  |
| **DCI** | **PS4.B: Electromagnetic Radiation*** Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2
 | **EXAMPLE ONE****Grade 1 Module 3****Shadow Town**M3\_DQ2L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB) **EXAMPLE TWO****Grade 1 Module 3****Shadow Town**M3\_DQ3L9 (TE, TB) |  |  |  |
| **CCC** | **Cause and Effect*** Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-2),
 | **EXAMPLE ONE****Grade 1 Module 3****Shadow Town**M3\_DQ2L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB) **EXAMPLE TWO****Grade 1 Module 3****Shadow Town**M3\_DQ2L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (Te, Tb) **EXAMPLE THREE****Grade 1 Module 3****Leveled Reader: Skyscrapers**Chapter 3 (LR 22-29) Associated lessons (TE 213-217, TB 83-84) |  |  |  |

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| **Y** | **N** | **Y** | **N** |
| **SEP** | **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions 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. * Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-3)
 | **EXAMPLE ONE****Grade 1 Module 3****Shadow Town**M3\_DQ1L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB)) **EXAMPLE TWO****Grade 1 Module 3****Shadow Town**M3\_DQ3L1 (TE 136-143, TB 51-54)L2 (TE 144-150, TB 55-56)L3 (TE 152-157, TB 57-60) **EXAMPLE THREE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L2 (TE 118-125, TB 43) |  |  |  | **1-PS4-3.** **Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.** [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).] [*Assessment Boundary: Assessment does not include the speed of light*.] | **EXAMPLE ONE****Grade 1 Module 3****Shadow Town**M3\_DQ1L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB) **EXAMPLE TWO****Grade 1 Module 3****Shadow Town**M3\_DQ3L1 (TE, TB)L2 (TE, TB)L3 (TE, TB) **EXAMPLE THREE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L2 (TE, TB)) |  |  |  |
| **DCI** | **PS4.B: 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. (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.) (1-PS4-3)
 | **EXAMPLE ONE****Grade 1 Module 3****Shadow Town**M3\_DQ1L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE 60-65, TB 21-22)**EXAMPLE TWO****Grade 1 Module 3****Shadow Town**M3\_DQ3L1 (TE, TB)L2 (TE, TB)L3 (TE 152-157, TB 57-60)Key ResourcesL2 **Spot the Opaque Objects** video **EXAMPLE THREE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L2 (TE 118-125, TB 43) |  |  |  |
| **CCC** | **Cause and Effect*** Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-3)
 | **EXAMPLE ONE****Grade 1 Module 3****Shadow Town**M3\_DQ1L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4(TE, TB)L5 (TE, TB)L6 (TE, TB)L7 (TE, TB)L8 (TE, TB)L9 (TE, TB)L10 (TE, TB) **EXAMPLE TWO****Grade 1 Module 3****Shadow Town**M3\_DQ3L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB) **EXAMPLE THREE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ3L2 (TE 118-125, TB 43) |  |  |  |

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| **Y** | **N** | **Y** | **N** |
| **SEP** | **Constructing Explanations and Designing Solutions**Constructing explanations and designing solutions 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. * Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)Key ResourcesL4 **Trial and Error—Lion Lights** video **EXAMPLE TWO****Grade 1 Module 3****Leveled Reader: Skyscrapers**All chapters (2-29)Associated lessons (TE, TB) |  |  |  | **1-PS4-4.****Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.\*** [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.] [*Assessment Boundary: Assessment does not include technological details for how communication devices work.*] | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)Key ResourcesL4 **Trial and Error—Lion Lights** video |  |  |  |
| **DCI** | **PS4.C: Information Technologies and Instrumentation*** People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)Key ResourcesL4 **Trial and Error—Lion Lights** video **EXAMPLE TWO****Grade 1 Module 2****Animal Reporters**M2\_DQ4L8 (TE, TB) |  |  |  |
| **CCC** | ***Connections to Engineering, Technology, and Applications of Science*****Influence of Engineering, Technology, and Science on Society and the Natural World** * People depend on various technologies in their lives; human life would be very different without technology. (1-PS4-4)
 | **EXAMPLE ONE****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB) **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L5 (TE, TB)L6 (TE, TB) **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ6(TE, TB)T1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)Key ResourcesL2 **Biomimicry: Hook and Loop Fasteners** videoL3 **Biomimicry: Lotus Leaf** video |  |  |  |

**K–2 Engineering Design**

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| **Y** | **N** | **Y** | **N** |
| **SEP** | **Asking Questions and Defining Problems** Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.* Ask questions based on observations to find more information about the natural and/or designed world(s). (K–2-ETS1-1)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)**EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L4 (TE, TB)L5 (TE, TB) **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ7L2 (TE, TB) **EXAMPLE FOUR****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB)**EXAMPLE FIVE****Grade 1 Module 3****Shadow Town**M3\_DQ3L9 (TE, TB) **EXAMPLE SIX****Grade 1 Module 1****Leveled Reader: Our Leafy Friends**Chapter 1 (LR 2-13)Associated lessons (TE 266-270, TB 79-80) |  |  |  | **K–2-ETS1-1.****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.** | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 ((TE, TB) **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L4 (TE, TB)L5 (TE, TB) **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ7L2 (TE, TB) **EXAMPLE FOUR****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB))L2 (TE, TB) **EXAMPLE FIVE****Grade 1 Module 3****Shadow Town**M3\_DQ3L9 (TE, TB) |  |  |  |
| **DCI** | **ETS1.A: Defining and Delimiting Engineering Problems*** A situation that people want to change or create can be approached as a problem to be solved through engineering. (K–2-ETS1-1)
* Asking questions, making observations, and gathering information are helpful in thinking about problems. (K–2-ETS1-1)
* Before beginning to design a solution, it is important to clearly understand the problem. (K–2-ETS1-1)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB)**EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L4 (TE, TB)L5 (TE, TB) **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ7(TE, TB)**EXAMPLE FOUR****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB) **EXAMPLE FIVE****Grade 1 Module 3****Shadow Town**M3\_DQ3L9 (TE, TB) |  |  |  |

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| **Y** | **N** | **Y** | **N** |
| **SEP** | **Developing and Using Models**Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.* Develop a simple model based on evidence to represent a proposed object or tool. (K–2-ETS1-2)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)L5 (TE, TB) **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L4 (TE, TB)L5 (TE, TB) **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ7L2 (TE 254-257, TB 74) **EXAMPLE FOUR****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB) **EXAMPLE FIVE****Grade 1 Module 3****Shadow Town**M3\_DQ3L9 (TE, TB) |  |  |  | **K–2-ETS1-2.****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.** | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L4 (TE, TB)L5 (TE, TB)L6 (TE, TB)**EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L4 (TE, TB)L5 (TE, TB)L6 (TE, TB) |  |  |  |
| **DCI** | **ETS1.B: Developing Possible Solutions*** Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K–2-ETS1-2)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L2 (TE, TB)L3 (TE, TB)L4 (TE, TB) **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L4 (TE, TB)L5 (TE, TB) **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ7L2 (TE, TB) **EXAMPLE FOUR****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB) **EXAMPLE FIVE****Grade 1 Module 3****Shadow Town**M3\_DQ3L9 (TE, TB) |  |  |  |
| **CCC** | **Structure and Function*** The shape and stability of structures of natural and designed objects are related to their function(s). (K–2-ETS1-2)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ2L1 (TE, TB)L2 (TE, TB)L3 (TE, TB)L4 (TE, TB)Key ResourcesL1 **What Do Plants Need?** videoL2 **Plant Parts Song** videoL3 **Plant Factory** interactive **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L2 (TE, TB)L3 (TE, TB)L4 (TE, TB) **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L5 (TE, TB) **EXAMPLE FOUR****Grade 1 Module 1****Museum of Leafology**M1\_DQ7L2 (TE, TB) **EXAMPLE FIVE****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB) **EXAMPLE SIX****Grade 1 Module 3****Shadow Town**M3\_DQ3L9 (TE, TB) |  |  |  |

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| **Y** | **N** | **Y** | **N** |
| **SEP** | **Analyzing and Interpreting Data**Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.* Analyze data from tests of an object or tool to determine if it works as intended. (K–2-ETS1-3)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L6 (TE 118-123, TB 34)**EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L4 (TE, TB)L5 (TE, TB) **EXAMPLE THREE****Grade 1 Module 4****Patterns in the Sky**M4\_DQ2L2 (TE, TB)Key Resources**What Is Data?** video |  |  |  | **K–2-ETS1-3.****Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.** | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L6 (TE, TB) **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L4 (TE, TB)L5 (TE, TB) |  |  |  |
| **DCI** | **ETS1.C: Optimizing the Design Solution*** Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K–2-ETS1-3)
 | **EXAMPLE ONE****Grade 1 Module 1****Museum of Leafology**M1\_DQ6L4 (TE, TB)L5 (TE, TB) **EXAMPLE TWO****Grade 1 Module 1****Museum of Leafology**M1\_DQ3L4 (TE, TB)L5 (TE, TB) **EXAMPLE THREE****Grade 1 Module 1****Museum of Leafology**M1\_DQ7L2 (TE, TB)**EXAMPLE FOUR****Grade 1 Module 2****Animal Reporters**M2\_DQ5L1 (TE, TB)L2 (TE, TB) |  |  |  |