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K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Students who demonstrate understanding can:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water and other materials to live, grow, and thrive.]

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and

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1. Waves: Light and Sound

Students who demonstrate understanding can:

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.]

1-PS4-2. Make observations (firsthand or from media) to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: ExamplemnTm [(0 Tc .d [(a)f

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1. Structure, Function, and Information Processing

Students who demonstrate understanding can:

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.]

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2. Structure and Properties of Matter

Students who demonstrate understanding can:

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations manv-1.4(se)10.8(t-9(b)1.6(i)0c

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2. Interdependent Relationships in Ecosystems

Students who demonstrate understanding can:

2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessmentis limited to testing one variable at a time.]

2-LS2-2. Develop a simple model that illustrates how plants and animals depend on each other for survival.* [Clarification Statement: Examples could include animals dispersing seeds or pollinating plants, and plants providing food, shelter, and other materials for animals.]

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasisis on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment doesnot include specific animal and plant names in specific habitats.]

The performance expectations above were developed using the following elements from the NRCdocument *A Framework for K-12 ScienceEducation*:

Science and Engineering Practices

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. (2-LS2-2)

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 an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)
- Make observations (firsthand or from media) to collect data that can be used to

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