

# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade One Standards Arranged by Topic

### California Department of Education

Clarification statements were created by the writers of NGSS to supply examples or additional clarification to the performance expectations and assessment boundary statements.

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### 1 Structure, Function, and Information Processing

1 Structure, Function, and Information Processing		
Students who demonstrate understanding can:		
1-LS1-1.	<b>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.*</b> [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.]	
1-LS1-2.	<b>Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</b> [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).]	
1-LS3-1.	<b>Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</b> [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.]	
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :		
<b>Science and Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
Constructing Explanations and	LS1.A: Structure and Function	Patterns

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### 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)
- Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1)

### 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)

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### Connections to Nature of Science

- 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)

### 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)

### 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)

### 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

- Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2),(1-LS3-1)

### Structure and Function

- The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1)

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### Connections to Engineering, Technology, and Applications of Science

### Influence of Science, Engineering, 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)

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<p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>Scientists look for patterns and order when making observations about the world. (1-LS1-2)</li> </ul>	<p>parents. (1-LS3-1)</p> <p><b>LS3.B: Variation of Traits</b></p> <ul style="list-style-type: none"> <li>Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1)</li> </ul>	
<p><i>Connections to other DCIs in first grade: N/A</i></p>		
<p><i>Articulation of DCIs across grade-bands: K.ETS1.A (1-LS1-1); 3.LS2.D (1-LS1-2) 3.LS3.A (1-LS3-1); 3.LS3.B (1-LS3-1); 4.LS1.A (1-LS1-1); 4.LS1.D (1-LS1-1); 4.ETS1.A (1-LS1-1)</i></p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.1.1</b> Ask and answer questions about key details in a text. (1-LS1-2),(1-LS3-1)</p> <p><b>RI.1.2</b> Identify the main topic and retell key details of a text. (1-LS1-2)</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade.</p> <p>a. Activate prior knowledge related to the information and events in a text. <b>CA</b></p> <p>b. Confirm predictions about what will happen next in a text. <b>CA</b> (1-LS1-2)</p> <p><b>W.1.7</b> 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). (1-LS1-1),(1-LS3-1)</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)</p> <p><i>Mathematics –</i></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (1-LS3-1)</p> <p><b>MP.5</b> Use appropriate tools strategically. (1-LS3-1)</p> <p><b>1.NBT.3</b> Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>. (1-LS1-2)</p> <p><b>1.NBT.4-6</b> Use place value understanding and properties of operations to add and subtract. (1-LS1-2)</p> <p><b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)</p>		

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Grade One  
Standards Arranged by Topic

1 Space Systems: Patterns and Cycles

**1 Space Systems: Patterns and Cycles**

Students who demonstrate understanding can:

**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.]

**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.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Planning and Carrying Out Investigations</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2)</li> </ul>	<p><b>ESS1.A: The Universe and its Stars</b></p> <ul style="list-style-type: none"> <li>Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1)</li> </ul> <p><b>ESS1.B: Earth and the Solar System</b></p> <ul style="list-style-type: none"> <li>Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1),(1-ESS1-2)</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p>

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## Grade One Standards Arranged by Topic

<p><b>Analyzing and Interpreting Data</b> Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> <li>Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1-ESS1-1)</li> </ul>		<ul style="list-style-type: none"> <li>Science assumes natural events happen today as they happened in the past. (1-ESS1-1)</li> <li>Many events are repeated. (1-ESS1-1)</li> </ul>
<p><i>Connections to other DCIs in first grade:</i> N/A</p>		
<p><i>Articulation of DCIs across grade-bands:</i> <b>3.PS2.A</b> (1-ESS1-1); <b>5.PS2.B</b> (1-ESS1-1),(1-ESS1-2) <b>5-ESS1.B</b> (1-ESS1-1),(1-ESS1-2)</p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>W.1.7</b> 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). (1-ESS1-1),(1-ESS1-2)</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-ESS1-1),(1-ESS1-2)</p> <p><i>Mathematics –</i></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (1-ESS1-2)</p> <p><b>MP.4</b> Model with mathematics. (1-ESS1-2)</p> <p><b>MP.5</b> Use appropriate tools strategically. (1-ESS1-2)</p> <p><b>1.OA.1</b> 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 with a symbol for the unknown number to represent the problem. (1-ESS1-2)</p> <p><b>1.MD.4</b> 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. (1-ESS1-2)</p>		

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Grade One  
Standards Arranged by Topic

1 Waves: Light and Sound

1 Waves: Light and Sound		
Students who demonstrate understanding can:		
1-PS4-1.	<b>Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</b> [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.	<b>Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.</b> [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.]	
1-PS4-3.	<b>Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</b> [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.]	
1-PS4-4.	<b>Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*</b> [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.]	
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<b>Science and Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
<b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to	<b>PS4.A: Wave Properties</b> ▪ Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)	<b>Cause and Effect</b> ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-

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<p>simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-1),(1-PS4-3)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena (1-PS4-2)</li> <li>Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4)</li> </ul> <hr/> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p><b>Scientific Investigations Use a Variety of Methods</b></p> <ul style="list-style-type: none"> <li>Science investigations begin with a question. (1-PS4-1)</li> <li>Scientists use different ways to study the world. (1-PS4-1)</li> </ul>	<p><b>PS4.B: Electromagnetic Radiation</b></p> <ul style="list-style-type: none"> <li>Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2)</li> <li>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)</li> </ul> <p><b>PS4.C: Information Technologies and Instrumentation</b></p> <ul style="list-style-type: none"> <li>People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4)</li> </ul>	<p>PS4-1),(1-PS4-2),(1-PS4-3)</p> <hr/> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Influence of Engineering, Technology, and Science, on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>People depend on various technologies in their lives; human life would be very different without technology. (1-PS4-4)</li> </ul>
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<i>Connections to other DCIs in first grade: N/A</i>	
<i>Articulation of DCIs across grade-bands: <b>K.ETS1.A</b> (1-PS4-4); <b>2.PS1.A</b> (1-PS4-3); <b>2.ETS1.B</b> (1-PS4-4); ); <b>4.PS4.B</b> (1-PS4-2); <b>4.PS4.C</b> (1-PS4-4); <b>4.ETS1.A</b> (1-PS4-4)</i>	
<i>California Common Core State Standards Connections:</i>	
<i>ELA/Literacy –</i>	
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1-PS4-2)
<b>W.1.7</b>	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). (1-PS4-1),(1-PS4-2),(1-PS4-3),(1-PS4-4)
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1),(1-PS4-2),(1-PS4-3)
<b>SL.1.1.a–c</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1-PS4-1),(1-PS4-2),(1-PS4-3)
<i>Mathematics –</i>	
<b>MP.5</b>	Use appropriate tools strategically. (1-PS4-4)
<b>1.MD.1-2</b>	Measure lengths indirectly and by iterating length units. (1-PS4-4)

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## Grade One Standards Arranged by Topic

### K–2 Engineering Design

#### K–2 Engineering Design

Students who demonstrate understanding can:

- 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.
- 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.
- 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.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</p> <ul style="list-style-type: none"> <li>▪ Ask questions based on observations to find more information about the natural and/or designed world. (K–2-ETS1-1)</li> <li>▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (K–2-ETS1-1)</li> </ul> <p><b>Developing and Using Models</b> Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing,</p>	<p><b>ETS1.A: Defining and Delimiting Engineering Problems</b></p> <ul style="list-style-type: none"> <li>▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. (K–2-ETS1-1)</li> <li>▪ Asking questions, making observations, and gathering information are helpful in thinking about problems. (K–2-ETS1-1)</li> <li>▪ Before beginning to design a solution, it is important to clearly understand the problem. (K–2-ETS1-1)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>▪ Designs can be conveyed through</li> </ul>	<p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>▪ The shape and stability of structures of natural and designed objects are related to their function(s). (K–2-ETS1-2)</li> </ul>

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<p>physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> <li>Develop a simple model based on evidence to represent a proposed object or tool. (K–2-ETS1-2)</li> </ul> <p><b>Analyzing and Interpreting Data</b> Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> <li>Analyze data from tests of an object or tool to determine if it works as intended. (K–2-ETS1-3)</li> </ul>	<p>sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K–2-ETS1-2)</p> <p><b>ETS1.C: Optimizing the Design Solution</b></p> <ul style="list-style-type: none"> <li>Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K–2-ETS1-3)</li> </ul>	
<p><i>Connections to K–2-ETS1.A: Defining and Delimiting Engineering Problems include:</i>  <b>Kindergarten:</b> K-PS2-2, K-ESS3-2</p> <p><i>Connections to K–2-ETS1.B: Developing Possible Solutions to Problems include:</i>  <b>Kindergarten:</b> K-ESS3-3, <b>First Grade:</b> 1-PS4-4, <b>Second Grade:</b> 2-LS2-2</p> <p><i>Connections to K–2-ETS1.C: Optimizing the Design Solution include:</i>  <b>Second Grade:</b> 2-ESS2-1</p>		
<p><i>Articulation of DCIs across grade-bands: 3–5.ETS1.A (K–2-ETS1-1),(K–2-ETS1-2),(K–2 -ETS1-3); 3–5.ETS1.B (K–2-ETS1-2),(K–2-ETS1-3); 3–5.ETS1.C (K–2-ETS1-1),(K–2-ETS1-2),(K–2-ETS1-3)</i></p>		
<p><i>California Common Core State Standards Connections:</i>  <b>ELA/Literacy –</b></p> <p><b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (K–2-ETS1-1)</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K–2-ETS1-1),(K–2-ETS1-3)</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (K–2-ETS1-</p>		

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<b>SL.2.5</b>	1),(K–2-ETS1-3) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K–2-ETS1-2)
Mathematics –	
<b>MP.2</b>	Reason abstractly and quantitatively. (K–2-ETS1-1),(K–2-ETS1-3)
<b>MP.4</b>	Model with mathematics. (K–2-ETS1-1),(K–2-ETS1-3)
<b>MP.5</b>	Use appropriate tools strategically. (K–2-ETS1-1),(K–2-ETS1-3)

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### 2 Ecosystems: Interactions, Energy, and Dynamics

#### 2-LS2 Ecosystems: Interactions, Energy, and Dynamics

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: Assessment is limited to testing one variable at a time.]**

**2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.\***

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> <li>Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2)</li> </ul> <p><b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to answer questions or test solutions to</p>	<p><b>LS2.A: Interdependent Relationships in Ecosystems</b></p> <ul style="list-style-type: none"> <li>Plants depend on water and light to grow. (2-LS2-1)</li> <li>Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>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. (secondary to</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Events have causes that generate observable patterns. (2-LS2-1)</li> </ul> <p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)</li> </ul>

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**Grade Two  
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<p>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.</p> <ul style="list-style-type: none"> <li>▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)</li> </ul>	2-LS2-2)	
<p><i>Connections to other DCIs in second grade: N/A</i></p>		
<p><i>Articulation of DCIs across grade-bands: <b>K.LS1.C</b> (2-LS2-1); <b>K-ESS3.A</b> (2-LS2-1); <b>K.ETS1.A</b> (2-LS2-2); <b>5.LS1.C</b> (2-LS2-1); <b>5.LS2.A</b> (2-LS2-2)</i></p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1)</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1)</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2)</p> <p><i>Mathematics –</i></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (2-LS2-1)</p> <p><b>MP.4</b> Model with mathematics. (2-LS2-1),(2-LS2-2)</p> <p><b>MP.5</b> Use appropriate tools strategically. (2-LS2-1)</p> <p><b>2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-LS2-2)</p>		

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2. Biological Evolution: Unity and Diversity

**2-LS4 Biological Evolution: Unity and Diversity**

Students who demonstrate understanding can:

**2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.** [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Planning and Carrying Out Investigations</b> 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.</p> <ul style="list-style-type: none"> <li>Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)</li> </ul> <hr/> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>Scientists look for patterns and order</li> </ul>	<p><b>LS4.D: Biodiversity and Humans</b></p> <ul style="list-style-type: none"> <li>There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)</li> </ul>	

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when making observations about the world. (2-LS4-1)		
<i>Connections to other DCIs in second grade: N/A</i>		
<i>Articulation of DCIs across grade-bands: <b>3.LS4.C</b> (2-LS4-1); <b>3.LS4.D</b> (2-LS4-1); <b>5.LS2.A</b> (2-LS4-1)</i>		
<i>California Common Core State Standards Connections:</i>		
<i>ELA/Literacy –</i>		
<b>W.2.7</b>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS4-1)	
<b>W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question. (2-LS4-1)	
<i>Mathematics –</i>		
<b>MP.2</b>	Reason abstractly and quantitatively. (2-LS4-1)	
<b>MP.4</b>	Model with mathematics. (2-LS4-1)	
<b>2.MD.10</b>	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.. (2-LS4-1)	

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Grade Two  
Standards Arranged by Topic

2 Earth’s Systems: Processes that Shape the Earth

2 Earth’s Systems: Processes that Shape the Earth

Students who demonstrate understanding can:

- 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.**  
[Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]
- 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.\***  
[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]
- 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.** [Assessment Boundary: Assessment does not include quantitative scaling in models.]
- 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> <li>▪ Develop a model to represent patterns in the natural world. (2-ESS2-2)</li> </ul>	<p><b>ESS1.C: The History of Planet Earth</b></p> <ul style="list-style-type: none"> <li>▪ Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)</li> </ul> <p><b>ESS2.A: Earth Materials and Systems</b></p> <ul style="list-style-type: none"> <li>▪ Wind and water can change the shape of the land. (2-ESS2-1)</li> </ul> <p><b>ESS2.B: Plate Tectonics and Large-Scale System Interactions</b></p>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>▪ Patterns in the natural world can be observed. (2-ESS2-2),(2-ESS2-3)</li> </ul> <p><b>Stability and Change</b></p> <ul style="list-style-type: none"> <li>▪ Things may change slowly or rapidly. (2-ESS1-1),(2-ESS2-1)</li> </ul> <p>-----</p> <p><b>Connections to Engineering, Technology, and Applications of Science</b></p>

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<p><b>Constructing Explanations and Designing Solutions</b> 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.</p> <ul style="list-style-type: none"> <li>▪ Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)</li> <li>▪ Compare multiple solutions to a problem. (2-ESS2-1)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b> Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> <li>▪ Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2)</li> </ul> <p><b>ESS2.C: The Roles of Water in Earth’s Surface Processes</b></p> <ul style="list-style-type: none"> <li>▪ Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3)</li> </ul> <p><b>ETS1.C: Optimizing the Design Solution</b></p> <ul style="list-style-type: none"> <li>▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary to 2-ESS2-1)</li> </ul>	<p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>▪ Developing and using technology has impacts on the natural world. (2-ESS2-1)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p><b>Science Addresses Questions About the Natural and Material World</b></p> <ul style="list-style-type: none"> <li>▪ Scientists study the natural and material world. (2-ESS2-1)</li> </ul>
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*Connections to other DCIs in second grade:* **2.PS1.A** (2-ESS2-3)

*Articulation of DCIs across grade-bands:* **K.ETS1.A** (2-ESS2-1); **3.LS2.C** (2-ESS1-1); **4.ESS1.C** (2-ESS1-1); **4.ESS2.A** (2-ESS1-

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## Grade Two Standards Arranged by Topic

1),(2-ESS2-1); **4.ESS2.B** (2-ESS2-2); **4.ETS1.A** (2-ESS2-1); **4.ETS1.B** (2-ESS2-1); **4.ETS1.C** (2-ESS2-1); **5.ESS2.A** (2-ESS2-1); **5.ESS2.C** (2-ESS2-2),(2-ESS2-3)

### California Common Core State Standards Connections:

#### ELA/Literacy –

- RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (2-ESS1-1)
- RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1),(2-ESS2-1)
- RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)
- W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1),(2-ESS2-3)
- W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-ESS1-1)
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1),(2-ESS2-3)
- SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  
a. Give and follow three- and four-step oral directions. **CA** (2-ESS1-1)
- SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-ESS2-2)

#### Mathematics –

- MP.2** Reason abstractly and quantitatively. (2-ESS2-1),(2-ESS2-1),(2-ESS2-2)
- MP.4** Model with mathematics. (2-ESS1-1),(2-ESS2-1),(2-ESS2-2)
- MP.5** Use appropriate tools strategically. (2-ESS2-1)
- 2.NBT.1-4** Understand place value. (2-ESS1-1)
- 2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)
- 2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2-ESS2-1)

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Grade Two  
Standards Arranged by Topic

2 Structure and Properties of Matter

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 could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]	
2-PS1-2.	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]	
2-PS1-3.	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]	
2-PS1-4.	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]	
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :		
<b>Science and Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
<b>Planning and Carrying Out Investigations</b> 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	<b>PS1.A: Structure and Properties of Matter</b> <ul style="list-style-type: none"> <li>▪ Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and</li> </ul>	<b>Patterns</b> <ul style="list-style-type: none"> <li>▪ Patterns in the natural and human designed world can be observed. (2-PS1-1)</li> </ul> <b>Cause and Effect</b> <ul style="list-style-type: none"> <li>▪ Events have causes that generate</li> </ul>

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Two Standards Arranged by Topic

<p>support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1)</li> </ul> <p><b>Analyzing and Interpreting Data</b> Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> <li>Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> 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.</p> <ul style="list-style-type: none"> <li>Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3)</li> </ul> <p><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p>	<p>classified by its observable properties. (2-PS1-1)</p> <ul style="list-style-type: none"> <li>Different properties are suited to different purposes. (2-PS1-2),(2-PS1-3)</li> <li>A great variety of objects can be built up from a small set of pieces. (2-PS1-3)</li> </ul> <p><b>PS1.B: Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4)</li> </ul>	<p>observable patterns. (2-PS1-4)</p> <ul style="list-style-type: none"> <li>Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2)</li> </ul> <p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (2-PS1-2)</li> </ul>
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Grade Two  
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<ul style="list-style-type: none"> <li>▪ Construct an argument with evidence to support a claim. (2-PS1-4)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p><b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b></p> <ul style="list-style-type: none"> <li>▪ Scientists search for cause and effect relationships to explain natural events. (2-PS1-4)</li> </ul>		
<p><i>Connections to other DCIs in second grade: N/A</i></p>		
<p><i>Articulation of DCIs across grade-bands: 4.ESS2.A (2-PS1-3); 5.PS1.A (2-PS1-1),(2-PS1-2),(2-PS1-3); 5.PS1.B (2-PS1-4); 5.LS2.A (2-PS1-3)</i></p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. (2-PS1-4)</p> <p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)</p> <p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text. (2-PS1-2),(2-PS1-4)</p> <p><b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4)</p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-1),(2-PS1-2),(2-PS1-3)</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1),(2-PS1-2),(2-PS1-3)</p>		

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Two *Standards Arranged by Topic*

### *Mathematics –*

**MP.2** Reason abstractly and quantitatively. (2-PS1-2)

**MP.4** Model with mathematics. (2-PS1-1),(2-PS1-2)

**MP.5** Use appropriate tools strategically. (2-PS1-2)

**2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-PS1-1),(2-PS1-2)

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Two Standards Arranged by Topic

### K–2 Engineering Design

#### K–2 Engineering Design

Students who demonstrate understanding can:

- 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.
- 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.
- 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.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</p> <ul style="list-style-type: none"> <li>▪ Ask questions based on observations to find more information about the natural and/or designed world. (K–2-ETS1-1)</li> <li>▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (K–2-ETS1-1)</li> </ul> <p><b>Developing and Using Models</b> Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing,</p>	<p><b>ETS1.A: Defining and Delimiting Engineering Problems</b></p> <ul style="list-style-type: none"> <li>▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. (K–2-ETS1-1)</li> <li>▪ Asking questions, making observations, and gathering information are helpful in thinking about problems. (K–2-ETS1-1)</li> <li>▪ Before beginning to design a solution, it is important to clearly understand the problem. (K–2-ETS1-1)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>▪ Designs can be conveyed through</li> </ul>	<p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>▪ The shape and stability of structures of natural and designed objects are related to their function(s). (K–2-ETS1-2)</li> </ul>

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Two Standards Arranged by Topic

<p>physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> <li>Develop a simple model based on evidence to represent a proposed object or tool. (K–2-ETS1-2)</li> </ul> <p><b>Analyzing and Interpreting Data</b> Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> <li>Analyze data from tests of an object or tool to determine if it works as intended. (K–2-ETS1-3)</li> </ul>	<p>sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K–2-ETS1-2)</p> <p><b>ETS1.C: Optimizing the Design Solution</b></p> <ul style="list-style-type: none"> <li>Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K–2-ETS1-3)</li> </ul>	
<p><i>Connections to K–2-ETS1.A: Defining and Delimiting Engineering Problems include:</i>  <b>Kindergarten:</b> K-PS2-2, K-ESS3-2</p> <p><i>Connections to K–2-ETS1.B: Developing Possible Solutions to Problems include:</i>  <b>Kindergarten:</b> K-ESS3-3, <b>First Grade:</b> 1-PS4-4, <b>Second Grade:</b> 2-LS2-2</p> <p><i>Connections to K–2-ETS1.C: Optimizing the Design Solution include:</i>  <b>Second Grade:</b> 2-ESS2-1</p>		
<p><i>Articulation of DCIs across grade-bands: 3–5.ETS1.A (K–2-ETS1-1),(K–2-ETS1-2),(K–2 -ETS1-3); 3–5.ETS1.B (K–2-ETS1-2),(K–2-ETS1-3); 3–5.ETS1.C (K–2-ETS1-1),(K–2-ETS1-2),(K–2-ETS1-3)</i></p>		
<p><i>California Common Core State Standards Connections:</i>  <b>ELA/Literacy –</b></p> <p><b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (K–2-ETS1-1)</p> <p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K–2-ETS1-1),(K–2-ETS1-3)</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (K–2-ETS1-</p>		

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Grade Two  
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<b>SL.2.5</b>	1),(K–2-ETS1-3) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K–2-ETS1-2)
<i>Mathematics –</i>	
<b>MP.2</b>	Reason abstractly and quantitatively. (K–2-ETS1-1),(K–2-ETS1-3)
<b>MP.4</b>	Model with mathematics. (K–2-ETS1-1),(K–2-ETS1-3)
<b>MP.5</b>	Use appropriate tools strategically. (K–2-ETS1-1),(K–2-ETS1-3)
<b>2.MD.10</b>	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K–2-ETS1-1),(K–2-ETS1-3)

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Three Standards Arranged by Topic

### California Department of Education

Clarification statements were created by the writers of NGSS to supply examples or additional clarification to the performance expectations and assessment boundary statements.

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### 3 Inheritance and Variation of Traits: Life Cycles and Traits

3 Inheritance and Variation of Traits: Life Cycles and Traits		
Students who demonstrate understanding can:		
3-LS1-1.	<b>Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</b> [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]	
3-LS3-1.	<b>Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</b> [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]	
3-LS3-2.	<b>Use evidence to support the explanation that traits can be influenced by the environment.</b> [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]	
3-LS4-2.	<b>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</b> [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]	
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :		

# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Three Standards Arranged by Topic

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> <li>Develop models to describe phenomena. (3-LS1-1)</li> </ul> <p><b>Analyzing and Interpreting Data</b> Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> <li>Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p>	<p><b>LS1.B: Growth and Development of Organisms</b></p> <ul style="list-style-type: none"> <li>Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)</li> </ul> <p><b>LS3.A: Inheritance of Traits</b></p> <ul style="list-style-type: none"> <li>Many characteristics of organisms are inherited from their parents. (3-LS3-1)</li> <li>Other characteristics result from individuals’ interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2)</li> </ul> <p><b>LS3.B: Variation of Traits</b></p> <ul style="list-style-type: none"> <li>Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1)</li> <li>The environment also affects the traits that an organism develops. (3-LS3-2)</li> </ul> <p><b>LS4.B: Natural Selection</b></p> <ul style="list-style-type: none"> <li>Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1)</li> <li>Patterns of change can be used to make predictions. (3-LS1-1)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2),(3-LS4-2)</li> </ul>

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Three  
Standards Arranged by Topic

<ul style="list-style-type: none"> <li>▪ Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2)</li> <li>▪ Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2)</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>▪ Science findings are based on recognizing patterns. (3-LS1-1)</li> </ul>		
<p><i>Connections to other DCIs in third grade:</i> <b>3.LS4.C</b> (3-LS4-2)</p>		
<p><i>Articulation of DCIs across grade-bands:</i> <b>1.LS3.A</b> (3-LS3-1),(3-LS4-2); <b>1.LS3.B</b> (3-LS3-1); <b>MS.LS1.B</b> (3-LS1-1), (3-LS3-2); <b>MS.LS2.A</b> (3-LS4-2); <b>MS.LS3.A</b> (3-LS3-1); <b>MS.LS3.B</b> (3-LS3-1),(3-LS4-2); <b>MS.LS4.B</b> (3-LS4-2)</p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS3-1),(3-LS3-2),(3-LS4-2)</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1),(3-LS3-2),(3-LS4-2)</p> <p><b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS3-1),(3-LS3-2),(3-LS4-2)</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3-LS1-1)</p> <p><b>W.3.2.a–d</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1),(3-LS3-2),(3-</p>		

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Grade Three  
Standards Arranged by Topic

<b>SL.3.4</b>	LS4-2) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. <b>CA</b> (3-LS3-1),(3-LS3-2),(3-LS4-2)
<b>SL.3.5</b>	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (3-LS1-1)
<i>Mathematics –</i>	
<b>MP.2</b>	Reason abstractly and quantitatively. (3-LS3-1),(3-LS3-2),(3-LS4-2)
<b>MP.4</b>	Model with mathematics. (3-LS1-1),(3-LS3-1),(3-LS3-2),(3-LS4-2)
<b>3.NBT.1-3</b>	Use place value understanding and properties of operations to perform multi-digit arithmetic. (3-LS1-1)
<b>3.NF.1-3</b>	Develop understanding of fractions as numbers. (3-LS1-1)
<b>3.MD.3</b>	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2)
<b>3.MD.4</b>	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS3-1),(3-LS3-2)

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Three  
Standards Arranged by Topic

3 Interdependent Relationships in Ecosystems

**3 Interdependent Relationships in Ecosystems**

- Students who demonstrate understanding can:
- 3-LS2-1. Construct an argument that some animals form groups that help members survive.**
  - 3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.** [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]
  - 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.** [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]
  - 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.\*** [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<b>Analyzing and Interpreting Data</b> Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to	<b>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</b> <ul style="list-style-type: none"> <li>▪ When the environment changes in ways that affect a place’s physical characteristics,</li> </ul>	<b>Cause and Effect</b> <ul style="list-style-type: none"> <li>▪ Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1),(3-LS4-3)</li> </ul>

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## Grade Three Standards Arranged by Topic

<p>collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> <li>Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1)</li> </ul> <p><b>Engaging in Argument from Evidence</b></p> <p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds.</p> <ul style="list-style-type: none"> <li>Construct an argument with evidence, data, and/or a model. (3-LS2-1)</li> <li>Construct an argument with evidence. (3-LS4-3)</li> <li>Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-LS4-4)</li> </ul>	<p>temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4)</p> <p><b>LS2.D: Social Interactions and Group Behavior</b></p> <ul style="list-style-type: none"> <li>Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (Note: Moved from K–2) (3-LS2-1)</li> </ul> <p><b>LS4.A: Evidence of Common Ancestry and Diversity</b></p> <ul style="list-style-type: none"> <li>Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: Moved from K–2) (3-LS4-1)</li> <li>Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)</li> </ul> <p><b>LS4.C: Adaptation</b></p> <ul style="list-style-type: none"> <li>For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)</li> </ul> <p><b>LS4.D: Biodiversity and Humans</b></p> <ul style="list-style-type: none"> <li>Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)</li> </ul>	<p><b>Scale, Proportion, and Quantity</b></p> <ul style="list-style-type: none"> <li>Observable phenomena exist from very short to very long time periods. (3-LS4-1)</li> </ul> <p><b>Systems and System Models</b></p> <ul style="list-style-type: none"> <li>A system can be described in terms of its components and their interactions. (3-LS4-4)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p>-----</p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-3)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p>-----</p> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p> <ul style="list-style-type: none"> <li>Science assumes consistent patterns in natural systems. (3-LS4-1)</li> </ul>
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### Grade Three Standards Arranged by Topic

<i>Connections to other DCIs in third grade:</i> <b>3.ESS2.D</b> (3-LS4-3); <b>3.ESS3.B</b> (3-LS4-4)	
<i>Articulation of DCIs across grade-bands:</i> <b>K.ESS3.A</b> (3-LS4-3)(3-LS4-4); <b>K.ETS1.A</b> (3-LS4-4); <b>1.LS1.B</b> (3-LS2-1); <b>2.LS2.A</b> (3-LS4-3),(3-LS4-4); <b>2.LS4.D</b> (3-LS4-3),(3-LS4-4); <b>4.ESS1.C</b> (3-LS4-1); <b>4.ESS3.B</b> (3-LS4-4); <b>4.ETS1.A</b> (3-LS4-4); <b>MS.LS2.A</b> (3-LS2-1),(3-LS4-1)(3-LS4-3),(3-LS4-4); <b>MS.LS2.C</b> (3-LS4-4); <b>MS.LS4.A</b> (3-LS4-1); <b>MS.LS4.B</b> (3-LS4-3); <b>MS.LS4.C</b> (3-LS4-3),(3-LS4-4); <b>MS.ESS1.C</b> (3-LS4-1),(3-LS4-3),(3-LS4-4); <b>MS.ESS2.B</b> (3-LS4-1); <b>MS.ESS3.C</b> (3-LS4-4)	
<i>California Common Core State Standards Connections:</i>	
<i>ELA/Literacy –</i>	
<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1),(3-LS4-3),(3-LS4-4)
<b>RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)
<b>W.3.1.a–d</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)
<b>W.3.2.a–d</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1),(3-LS4-3),(3-LS4-4)
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1)
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. <b>CA</b> (3-LS4-3),(3-LS4-4)
<i>Mathematics –</i>	
<b>MP.2</b>	Reason abstractly and quantitatively. (3-LS4-1), (3-LS4-3), (3-LS4-4)
<b>MP.4</b>	Model with mathematics. (3-LS2-1),(3-LS4-1), (3-LS4-3), (3-LS4-4)
<b>MP.5</b>	Use appropriate tools strategically. (3-LS4-1)

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**Grade Three**  
***Standards Arranged by Topic***

<b>3.NBT.1-3</b>	Use place value understanding and properties of operations to perform multi-digit arithmetic. (3-LS2-1)	<b>3.MD.3</b>
	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-3)	
<b>3.MD.4</b>	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1)	

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Three Standards Arranged by Topic

### 3 Weather and Climate

#### 3 Weather and Climate

Students who demonstrate understanding can:

- 3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.** [Clarification Statement: Examples of data at this grade level could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]
- 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.**
- 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.\*** [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Analyzing and Interpreting Data</b> Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> <li>Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1)</li> </ul> <p><b>Engaging in Argument from Evidence</b></p>	<p><b>ESS2.D: Weather and Climate</b></p> <ul style="list-style-type: none"> <li>Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1)</li> <li>Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)</li> </ul> <p><b>ESS3.B: Natural Hazards</b></p> <ul style="list-style-type: none"> <li>A variety of natural hazards result from</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns of change can be used to make predictions. (3-ESS2-1),(3-ESS2-2)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p>

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Three Standards Arranged by Topic

<p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> <li>Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b> Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> <li>Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2)</li> </ul>	<p>natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)</p>	<p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (3-ESS3-1)</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Science is a Human Endeavor</b></p> <ul style="list-style-type: none"> <li>Science affects everyday life. (3-ESS3-1)</li> </ul>
<p><i>Connections to other DCIs in third grade: N/A</i></p>		
<p><i>Articulation of DCIs across grade-bands: <b>K.ESS2.D</b> (3-ESS2-1); <b>K.ESS3.B</b> (3-ESS3-1); <b>K.ETS1.A</b> (3-ESS3-1); <b>4.ESS2.A</b> (3-ESS2-1); <b>4.ESS3.B</b> (3-ESS3-1); <b>4.ETS1.A</b> (3-ESS3-1); <b>5.ESS2.A</b> (3-ESS2-1); <b>MS.ESS2.C</b> (3-ESS2-1),(3-ESS2-2); <b>MS.ESS2.D</b> (3-ESS2-1),(3-ESS2-2); <b>MS.ESS3.B</b> (3-ESS3-1)</i></p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the</p>		

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Three Standards Arranged by Topic

	answers. (3-ESS2-2),(3-ESS3-1)
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic. (3-ESS2-2)
<b>W.3.1.a–d</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-ESS3-1)
<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic. (3-ESS3-1)
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-ESS2-2)
<i>Mathematics –</i>	
<b>MP.2</b>	Reason abstractly and quantitatively. (3-ESS2-1),(3-ESS2-2),(3-ESS3-1)
<b>MP.4</b>	Model with mathematics. (3-ESS2-1),(3-ESS2-2), (3-ESS3-1)
<b>MP.5</b>	Use appropriate tools strategically. (3-ESS2-1)
<b>3.MD.2</b>	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-ESS2-1)
<b>3.MD.3</b>	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in bar graphs. (3-ESS2-1)

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Three Standards Arranged by Topic

### 3 Forces and Interactions

#### 3 Forces and Interactions

Students who demonstrate understanding can:

- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.** [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]
- 3-PS2-2. Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.** [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.** [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]
- 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.\*** [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Three Standards Arranged by Topic

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> <li>Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3)</li> <li>Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4)</li> </ul> <p><b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-PS2-1)</li> <li>Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a</li> </ul>	<p><b>PS2.A: Forces and Motion</b></p> <ul style="list-style-type: none"> <li>Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object’s speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1)</li> <li>The patterns of an object’s motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2)</li> </ul> <p><b>PS2.B: Types of Interactions</b></p> <ul style="list-style-type: none"> <li>Objects in contact exert forces on each other. (3-PS2-1)</li> <li>Electric and magnetic forces between a</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns of change can be used to make predictions. (3-PS2-2)</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships are routinely identified. (3-PS2-1)</li> <li>Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3)</li> </ul> <p>-----</p> <p><b><i>Connections to Engineering, Technology, and Applications of Science</i></b></p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (3-PS2-4)</li> </ul>

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Three  
Standards Arranged by Topic

phenomenon or test a design solution. (3-PS2-2)  ----- <b>Connections to Nature of Science</b>  <b>Science Knowledge is Based on Empirical Evidence</b> ▪ Science findings are based on recognizing patterns. (3-PS2-2) <b>Scientific Investigations Use a Variety of Methods</b> ▪ Science investigations use a variety of methods, tools, and techniques. (3-PS2-1)	pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3),(3-PS2-4)	
Connections to other DCIs in third grade: N/A		
Articulation of DCIs across grade-bands: <b>K.PS2.A</b> (3-PS2-1); <b>K.PS2.B</b> (3-PS2-1); <b>K.PS3.C</b> (3-PS2-1); <b>K.ETS1.A</b> (3-PS2-4); <b>1.ESS1.A</b> (3-PS2-2); <b>4.PS4.A</b> (3-PS2-2); <b>4.ETS1.A</b> (3-PS2-4); <b>5.PS2.B</b> (3-PS2-1); <b>MS.PS2.A</b> (3-PS2-1),(3-PS2-2); <b>MS.PS2.B</b> (3-PS2-3),(3-PS2-4); <b>MS.ESS1.B</b> (3-PS2-1),(3-PS2-2); <b>MS.ESS2.C</b> (3-PS2-1)		
California Common Core State Standards Connections: ELA/Literacy – <b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1),(3-PS2-3) <b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-PS2-3) <b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3-PS2-3) <b>W.3.7</b> Conduct short research projects that build knowledge about a topic. (3-PS2-1),(3-PS2-2) <b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and		

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Three Standards Arranged by Topic

<b>SL.3.3</b>	sort evidence into provided categories. (3-PS2-1),(3-PS2-2)
<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)
<i>Mathematics –</i>	
<b>MP.2</b>	Reason abstractly and quantitatively. (3-PS2-1)
<b>MP.5</b>	Use appropriate tools strategically. (3-PS2-1)
<b>3.MD.2</b>	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.. (3-PS2-1)

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Three Standards Arranged by Topic

### 3–5 Engineering Design

3–5 Engineering Design		
<p>Students who demonstrate understanding can:</p> <p><b>3–5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</b></p> <p><b>3–5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</b></p> <p><b>3–5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</b></p>		
<p>The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i>:</p>		
<p style="text-align: center;"><b>Science and Engineering Practices</b></p> <p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> <li>Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3–5-ETS1-1)</li> </ul> <p><b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to answer questions or test solutions to</p>	<p style="text-align: center;"><b>Disciplinary Core Ideas</b></p> <p><b>ETS1.A: Defining and Delimiting Engineering Problems</b></p> <ul style="list-style-type: none"> <li>Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5-ETS1-1)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>Research on a problem should be carried</li> </ul>	<p style="text-align: center;"><b>Crosscutting Concepts</b></p> <p><b>Influence of Science, Engineering, and Technology on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>People’s needs and wants change over time, as do their demands for new and improved technologies. (3–5-ETS1-1)</li> <li>Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3–5-ETS1-2)</li> </ul>

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

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problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3–5-ETS1-3)

### **Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3–5-ETS1-2)

out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3–5-ETS1-2)

- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3–5-ETS1-2)
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3–5-ETS1-3)

### **ETS1.C: Optimizing the Design Solution**

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3–5-ETS1-3)

*Connections to 3–5-ETS1.A: Defining and Delimiting Engineering Problems include:*

**Fourth Grade:** 4-PS3-4

*Connections to 3–5-ETS1.B: Designing Solutions to Engineering Problems include:*

**Fourth Grade:** 4-ESS3-2

*Connections to 3–5-ETS1.C: Optimizing the Design Solution include:*

**Fourth Grade:** 4-PS4-3

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## Grade Three Standards Arranged by Topic

*Articulation of DCIs across grade-bands: K–2.ETS1.A (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3); K–2.ETS1.B (3–5-ETS1-2); K–2.ETS1.C (3–5-ETS1-2),(3–5-ETS1-3); MS.ETS1.A (3–5-ETS1-1); MS.ETS1.B (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3); MS.ETS1.C (3–5-ETS1-2),(3–5-ETS1-3)*

*California Common Core State Standards Connections:*

*ELA/Literacy –*

- RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (3–5-ETS1-2)
- RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (3–5-ETS1-2)
- RI.5.9.a,b** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (3–5-ETS1-2)
- W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (3–5-ETS1-1),(3–5-ETS1-3)
- W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (3–5-ETS1-1),(3–5-ETS1-3)
- W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (3–5-ETS1-1),(3–5-ETS1-3)

*Mathematics –*

- MP.2** Reason abstractly and quantitatively. (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3)
- MP.4** Model with mathematics. (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3)
- MP.5** Use appropriate tools strategically. (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3)
- 3.OA.1-4** Represent and solve problems involving multiplication and division. (3–5-ETS1-1),(3–5-ETS1-2)
- 3.OA.5-6** Understand properties of multiplication and the relationship between multiplication and division. (3–5-ETS1-1),(3–5-ETS1-2)
- 3.OA.7** Multiply and divide within 100. (3–5-ETS1-1),(3–5-ETS1-2)
- 3.OA.8-9** Solve problems involving the four operations, and identify and explain patterns in arithmetic. (3–5-ETS1-1),(3–5-ETS1-

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Three Standards Arranged by Topic

	2)
<b>4.OA.1-3</b>	Use the four operations with whole numbers to solve problems. (3–5-ETS1-1),(3–5-ETS1-2)
<b>4.OA.4</b>	Gain familiarity with factors and multiples. (3–5-ETS1-1),(3–5-ETS1-2)
<b>4.OA.5</b>	Generate and analyze patterns. (3–5-ETS1-1),(3–5-ETS1-2)
<b>5.OA.1-2.1</b>	Write and interpret numerical expressions. (3–5-ETS1-1),(3–5-ETS1-2)
<b>5.OA.3</b>	Analyze patterns and relationships. (3–5-ETS1-1),(3–5-ETS1-2)

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Four Standards Arranged by Topic

### California Department of Education

Clarification statements were created by the writers of NGSS to supply examples or additional clarification to the performance expectations and assessment boundary statements.

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### 4 Structure, Function, and Information Processing

4 Structure, Function, and Information Processing		
Students who demonstrate understanding can:		
4-PS4-2.	<b>Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</b> [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]	
4-LS1-1.	<b>Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</b> [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin. <b>**Each structure has specific functions within its associated system.</b> ] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]	
4-LS1-2.	<b>Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</b> [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]	
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :		
<b>Science and Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
<b>Developing and Using Models</b> Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to	<b>PS4.B: Electromagnetic Radiation</b> ■ An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2)	<b>Cause and Effect</b> ■ Cause and effect relationships are routinely identified. (4-PS4-2) <b>Systems and System Models</b>

**Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve**

**Grade Four  
Standards Arranged by Topic**

<p>represent events and design solutions.</p> <ul style="list-style-type: none"> <li>▪ Develop a model to describe phenomena. (4-PS4-2)</li> <li>▪ Use a model to test interactions concerning the functioning of a natural system. (4-LS1-2)</li> </ul> <p><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> <li>▪ Construct an argument with evidence, data, and/or a model. (4-LS1-1)</li> </ul>	<p><b>LS1.A: Structure and Function</b></p> <ul style="list-style-type: none"> <li>▪ Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)</li> </ul> <p><b>LS1.D: Information Processing</b></p> <ul style="list-style-type: none"> <li>▪ Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal’s brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2)</li> </ul>	<ul style="list-style-type: none"> <li>▪ A system can be described in terms of its components and their interactions. (4-LS1-1), (LS1-2)</li> </ul>
<p><i>Connections to other DCIs in this grade-level: N/A</i></p>		
<p><i>Articulation of DCIs across grade-levels: 1.PS4.B (4-PS4-2); 1.LS1.A (4-LS1-1); 1.LS1.D (4-LS1-2); 3.LS3.B (4-LS1-1); MS.PS4.B (4-PS4-2); MS.LS1.A (4-LS1-1),(4-LS1-2); MS.LS1.D (4-PS4-2),(4-LS1-2)</i></p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>W.4.1.a–d</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4-LS1-1)</p> <p><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-PS4-2),(4-LS1-2)</p> <p><i>Mathematics –</i></p> <p><b>MP.4</b> Model with mathematics. (4-PS4-2)</p> <p><b>4.G.1</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4-PS4-2)</p> <p><b>4.G.3</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded</p>		

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along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (4-LS1-1)

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4 Earth’s Systems: Processes that Shape the Earth

4 Earth’s Systems: Processes that Shape the Earth

- Students who demonstrate understanding can:
- 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.** [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]
  - 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.** [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.] [Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]
  - 4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth’s features.** [Clarification Statement: Maps can include topographic maps of Earth’s land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]
  - 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.\*** [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.] [Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to	<b>ESS1.C: The History of Planet Earth</b> <ul style="list-style-type: none"> <li>▪ Local, regional, and global patterns of rock formations reveal changes over time due</li> </ul>	<b>Patterns</b> <ul style="list-style-type: none"> <li>▪ Patterns can be used as evidence to support an explanation. (4-ESS1-</li> </ul>

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<p>answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (4-ESS2-1)</li> </ul> <p><b>Analyzing and Interpreting Data</b> Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> <li>Analyze and interpret data to make sense of phenomena using logical reasoning. (4-ESS2-2)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple</p>	<p>to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1)</p> <p><b>ESS2.A: Earth Materials and Systems</b></p> <ul style="list-style-type: none"> <li>Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1)</li> </ul> <p><b>ESS2.B: Plate Tectonics and Large-Scale System Interactions</b></p> <ul style="list-style-type: none"> <li>The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2)</li> </ul> <p><b>ESS2.E: Biogeology</b></p> <ul style="list-style-type: none"> <li>Living things affect the physical characteristics of their regions. (4-ESS2-1)</li> </ul> <p><b>ESS3.B: Natural Hazards</b></p> <ul style="list-style-type: none"> <li>A variety of hazards result from natural</li> </ul>	<p>1),(4-ESS2-2)</p> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS2-1),(4-ESS3-2)</li> </ul> <p>-----</p> <p><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (4-ESS3-2)</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p> <ul style="list-style-type: none"> <li>Science assumes consistent patterns in natural systems. (4-ESS1-1)</li> </ul>
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<p>solutions to design problems.</p> <ul style="list-style-type: none"> <li>▪ Identify the evidence that supports particular points in an explanation. (4-ESS1-1)</li> <li>▪ Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-ESS3-2)</li> </ul>	<p>processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (4-ESS3-2) (Note: This Disciplinary Core Idea can also be found in 3.WC.)</p> <p><b>ETS1.B: Designing Solutions to Engineering Problems</b></p> <ul style="list-style-type: none"> <li>▪ Testing a solution involves investigating how well it performs under a range of likely conditions. (secondary to 4-ESS3-2)</li> </ul>	
<p><i>Connections to other DCIs in fourth grade: 4.ETS1.C (4-ESS3-2)</i></p>		
<p><i>Articulation of DCIs across grade-levels: K.ETS1.A (4-ESS3-2); 2.ESS1.C (4-ESS1-1),(4-ESS2-1); 2.ESS2.A (4-ESS2-1); 2.ESS2.B (4-ESS2-2); 2.ESS2.C (4-ESS2-2); 2.ETS1.B (4-ESS3-2); 2.ETS1.C (4-ESS3-2); 3.LS4.A (4-ESS1-1); 5.ESS2.A (4-ESS2-1); 5.ESS2.C (4-ESS2-2); MS.LS4.A (4-ESS1-1); MS.ESS1.C (4-ESS1-1),(4-ESS2-2); MS.ESS2.A (4-ESS1-1),(4-ESS2-2),(4-ESS3-2); MS.ESS2.B (4-ESS1-1),(4-ESS2-2); MS.ESS3.B (4-ESS3-2); MS.ETS1.B (4-ESS3-2)</i></p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-ESS3-2)</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (4-ESS2-2)</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-ESS3-2)</p> <p><b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS1-1),(4-ESS2-1)</p> <p><b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes,</p>		

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<b>W.4.9.a,b</b>	<b>paraphrase</b> , and categorize information, and provide a list of sources. <b>CA</b> (4-ESS1-1),(4-ESS2-1) Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-ESS1-1)
<i>Mathematics –</i>	
<b>MP.2</b>	Reason abstractly and quantitatively. (4-ESS1-1),(4-ESS2-1),(4-ESS3-2)
<b>MP.4</b>	Model with mathematics. (4-ESS1-1),(4-ESS2-1),(4-ESS3-2)
<b>MP.5</b>	Use appropriate tools strategically. (4-ESS2-1)
<b>4.MD.A</b>	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (4-ESS1-1),(4-ESS2-1)
<b>4.MD. 2</b>	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4-ESS2-1),(4-ESS2-2)
<b>4.OA.1</b>	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4-ESS3-2)

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4 Energy

4 Energy		
Students who demonstrate understanding can:		
4-PS3-1.	<p><b>Use evidence to construct an explanation relating the speed of an object to the energy of that object.</b>  <b>[**Clarification Statement: Examples of evidence relating speed and energy could include change of shape on impact or other results of collisions.]</b> [Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]</p>	
4-PS3-2.	<p><b>Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</b> [Assessment Boundary: Assessment does not include quantitative measurements of energy.]</p>	
4-PS3-3.	<p><b>Ask questions and predict outcomes about the changes in energy that occur when objects collide.</b> [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.] [Assessment Boundary: Assessment does not include quantitative measurements of energy.]</p>	
4-PS3-4.	<p><b>Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*</b>            [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.] [Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.]</p>	
4-ESS3-1.	<p><b>Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</b> [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]</p>	
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :		
<b>Science and Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
<b>Asking Questions and Defining Problems</b>	<b>PS3.A: Definitions of Energy</b> ▪ The faster a given object is moving, the	<b>Cause and Effect</b> ▪ Cause and effect relationships are

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## Grade Four Standards Arranged by Topic

<p>Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> <li>Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. (4-PS3-3)</li> </ul> <p><b>Planning and Carrying Out Investigations</b></p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (4-PS3-2)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b></p> <p>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple</p>	<p>more energy it possesses. (4-PS3-1)</p> <ul style="list-style-type: none"> <li>Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2),(4-PS3-3)</li> </ul> <p><b>PS3.B: Conservation of Energy and Energy Transfer</b></p> <ul style="list-style-type: none"> <li>Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (4-PS3-2),(4-PS3-3)</li> <li>Light also transfers energy from place to place. (4-PS3-2)</li> <li>Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-2),(4-PS3-4)</li> </ul> <p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>When objects collide, the contact forces</li> </ul>	<p>routinely identified and used to explain change. (4-ESS3-1)</p> <p><b>Energy and Matter</b></p> <ul style="list-style-type: none"> <li>Energy can be transferred in various ways and between objects. (4-PS3-1), (4-PS3-2),(4-PS3-3),(4-PS3-4)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p>-----</p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>Knowledge of relevant scientific concepts and research findings is important in engineering. (4-ESS3-1)</li> </ul> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Over time, people’s needs and wants change, as do their demands for new and improved technologies. (4-ESS3-1)</li> <li>Engineers improve existing technologies or develop new ones. (4-PS3-4)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p>-----</p>
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<p>solutions to design problems.</p> <ul style="list-style-type: none"> <li>Use evidence (e.g., measurements, observations, patterns) to construct an explanation. (4-PS3-1)</li> <li>Apply scientific ideas to solve design problems. (4-PS3-4)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b></p> <p>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> <li>Obtain and combine information from books and other reliable media to explain phenomena. (4-ESS3-1)</li> </ul>	<p>transfer energy so as to change the objects’ motions. (4-PS3-3)</p> <p><b>PS3.D: Energy in Chemical Processes and Everyday Life</b></p> <ul style="list-style-type: none"> <li>The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use. (4-PS3-4)</li> </ul> <p><b>ESS3.A: Natural Resources</b></p> <ul style="list-style-type: none"> <li>Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)</li> </ul> <p><b>ETS1.A: Defining Engineering Problems</b></p> <ul style="list-style-type: none"> <li>Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (secondary to 4-PS3-4)</li> </ul>	<p><b>Science is a Human Endeavor</b></p> <ul style="list-style-type: none"> <li>Most scientists and engineers work in teams. (4-PS3-4)</li> <li>Science affects everyday life. (4-PS3-4)</li> </ul>
<p><i>Connections to other DCIs in fourth grade: N/A</i></p>		

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*Articulation of DCIs across grade-levels:* **K.PS2.B** (4-PS3-3); **K.ETS1.A** (4-PS3-4); **2.ETS1.B** (4-PS3-4); **3.PS2.A** (4-PS3-3); **5.PS3.D** (4-PS3-4); **5.LS1.C** (4-PS3-4); **5.ESS3.C** (4-ESS3-1); **MS.PS2.A** (4-PS3-3); **MS.PS2.B** (4-PS3-2); **MS.PS3.A** (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4); **MS.PS3.B** (4-PS3-2),(4-PS3-3),(4-PS3-4); **MS.PS3.C** (4-PS3-3); **MS.PS3.D** (4-ESS3-1); **MS.PS4.B** (4-PS3-2); **MS.ESS2.A** (4-ESS3-1); **MS.ESS3.A** (4-ESS3-1); **MS.ESS3.C** (4-ESS3-1); **MS.ESS3.D** (4-ESS3-1); **MS.ETS1.B** (4-PS3-4); **MS.ETS1.C** (4-PS3-4)

*California Common Core State Standards Connections:*

*ELA/Literacy –*

- RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-PS3-1)
- RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4-PS3-1)
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-PS3-1)
- W.4.2.a–d** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4-PS3-1)
- W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-PS3-2),(4-PS3-3),(4-PS3-4),(4-ESS3-1)
- W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase**, and categorize information, and provide a list of sources. **CA** (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4),(4-ESS3-1)
- W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-PS3-1),(4-ESS3-1)

*Mathematics –*

- MP.2** Reason abstractly and quantitatively. (4-ESS3-1)
- MP.4** Model with mathematics. (4-ESS3-1)
- 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4-ESS3-1)
- 4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation

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strategies including rounding. (4-PS3-4)

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4 Waves and Information

**4 Waves: Waves and Information**

Students who demonstrate understanding can:

**4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.** [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.] [Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.]

**4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.\*** [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Developing and Using Models</b> Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> <li>Develop a model using an analogy, example, or abstract representation to describe a scientific principle. (4-PS4-1)</li> </ul> <p><b>Constructing Explanations and Designing Solutions</b> Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify</p>	<p><b>PS4.A: Wave Properties</b></p> <ul style="list-style-type: none"> <li>Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (Note: This grade band endpoint was moved from K–2). (4-PS4-1)</li> <li>Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave</li> </ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Similarities and differences in patterns can be used to sort, classify, and analyze simple rates of change for natural phenomena (4-PS4-1)</li> <li>Similarities and differences in patterns can be used to sort and classify designed products. (4-PS4-3)</li> </ul> <p>-----</p> <p style="text-align: center;"><b>Connections to Engineering, Technology, and Applications of Science</b></p>

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<p>variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> <li>Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-PS4-3)</li> </ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>Science findings are based on recognizing patterns. (4-PS4-1)</li> </ul>	<p>peaks). (4-PS4-1)</p> <p><b>PS4.C: Information Technologies and Instrumentation</b></p> <ul style="list-style-type: none"> <li>Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3)</li> </ul> <p><b>ETS1.C: Optimizing The Design Solution</b></p> <ul style="list-style-type: none"> <li>Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (secondary to 4-PS4-3)</li> </ul>	<p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"> <li>Knowledge of relevant scientific concepts and research findings is important in engineering. (4-PS4-3)</li> </ul>
<p><i>Connections to other DCIs in fourth grade:</i> <b>4.PS3.A</b> (4-PS4-1); <b>4.PS3.B</b> (4-PS4-1); <b>4.ETS1.A</b> (4-PS4-3)</p>		
<p><i>Articulation of DCIs across grade-levels:</i> <b>K.ETS1.A</b> (4-PS4-3); <b>1.PS4.C</b> (4-PS4-3); <b>2.ETS1.B</b> (4-PS4-3); <b>2.ETS1.C</b> (4-PS4-3); <b>3.PS2.A</b> (4-PS4-3); <b>MS.PS4.A</b> (4-PS4-1); <b>MS.PS4.C</b> (4-PS4-3); <b>MS.ETS1.B</b> (4-PS4-3)</p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-PS4-3)</p> <p><b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-PS4-3)</p> <p><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-PS4-1)</p>		

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## Grade Four *Standards Arranged by Topic*

### *Mathematics –*

**MP.4** Model with mathematics. (4-PS4-1)

**4.G.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4-PS4-1)

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3–5 Engineering Design

**3–5 Engineering Design**

Students who demonstrate understanding can:

- 3–5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.**
- 3–5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.**
- 3–5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> <li>▪ Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3–5-ETS1-1)</li> </ul> <p><b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to</p>	<p><b>ETS1.A: Defining and Delimiting Engineering Problems</b></p> <ul style="list-style-type: none"> <li>▪ Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5-ETS1-1)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>▪ Research on a problem should be</li> </ul>	<p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>▪ People’s needs and wants change over time, as do their demands for new and improved technologies. (3–5-ETS1-1)</li> <li>▪ Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3–5-ETS1-2)</li> </ul>

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answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3–5-ETS1-3)

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3–5-ETS1-2)

carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3–5-ETS1-2)

- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3–5-ETS1-2)
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3–5-ETS1-3)

**ETS1.C: Optimizing the Design Solution**

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3–5-ETS1-3)

*Connections to 3–5-ETS1.A: Defining and Delimiting Engineering Problems include:*

**Fourth Grade:** 4-PS3-4

*Connections to 3–5-ETS1.B: Designing Solutions to Engineering Problems include:*

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<b>Fourth Grade:</b> 4-ESS3-2 <i>Connections to 3–5-ETS1.C: Optimizing the Design Solution include:</i> <b>Fourth Grade:</b> 4-PS4-3	
<i>Articulation of DCIs across grade-bands:</i> <b>K–2.ETS1.A</b> (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3); <b>K–2.ETS1.B</b> (3–5-ETS1-2); <b>K–2.ETS1.C</b> (3–5-ETS1-2),(3–5-ETS1-3); <b>MS.ETS1.A</b> (3–5-ETS1-1); <b>MS.ETS1.B</b> (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3); <b>MS.ETS1.C</b> (3–5-ETS1-2),(3–5-ETS1-3)	
<i>California Common Core State Standards Connections:</i> <i>ELA/Literacy –</i>	
<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (3–5-ETS-2)
<b>RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (3–5-ETS-2)
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (3–5-ETS-2)
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (3–5-ETS1-1),(3–5-ETS1-3)
<b>W.5.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (3–5-ETS1-1),(3–5-ETS1-3)
<b>W.5.9.a,b</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. (3–5-ETS1-1),(3–5-ETS1-3)
<i>Mathematics –</i>	
<b>MP.2</b>	Reason abstractly and quantitatively. (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3)
<b>MP.4</b>	Model with mathematics. (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3)
<b>MP.5</b>	Use appropriate tools strategically. (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3)
<b>3.OA.1-4</b>	Represent and solve problems involving multiplication and division. (3–5-ETS1-1),(3–5-ETS1-2)
<b>3.OA.5-6</b>	Understand properties of multiplication and the relationship between multiplication and division. (3–5-ETS1-1),(3–5-ETS1-2)

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## Grade Four Standards Arranged by Topic

<b>3.OA.7</b>	Multiply and divide within 100. (3–5-ETS1-1),(3–5-ETS1-2)
<b>3.OA.8-9</b>	Solve problems involving the four operations, and identify and explain patterns in arithmetic. (3–5-ETS1-1),(3–5-ETS1-2)
<b>4.OA.1-3</b>	Use the four operations with whole numbers to solve problems. (3–5-ETS1-1),(3–5-ETS1-2)
<b>4.OA.4</b>	Gain familiarity with factors and multiples. (3–5-ETS1-1),(3–5-ETS1-2)
<b>4.OA.5</b>	Generate and analyze patterns. (3–5-ETS1-1),(3–5-ETS1-2)
<b>5.OA.1-2.1</b>	Write and interpret numerical expressions. (3–5-ETS1-1),(3–5-ETS1-2)
<b>5.OA.3</b>	Analyze patterns and relationships. (3–5-ETS1-1),(3–5-ETS1-2)

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Five Standards Arranged by Topic

### California Department of Education

Clarification statements were created by the writers of NGSS to supply examples or additional clarification to the performance expectations and assessment boundary statements.

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### 5 Matter and Energy in Organisms and Ecosystems

5 Matter and Energy in Organisms and Ecosystems		
Students who demonstrate understanding can:		
<b>5-PS3-1.</b>	<b>Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</b> [Clarification Statement: Examples of models could include diagrams, and flow charts.]	
<b>5-LS1-1.</b>	<b>Support an argument that plants get the materials they need for growth chiefly from air and water.</b> [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]	
<b>5-LS2-1.</b>	<b>Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</b> [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]	
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :		
<b>Science and Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
<b>Developing and Using Models</b> <ul style="list-style-type: none"> <li>▪ Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. Use models to describe phenomena. (5-PS3-1)</li> <li>▪ Develop a model to describe</li> </ul>	<b>PS3.D: Energy in Chemical Processes and Everyday Life</b> <ul style="list-style-type: none"> <li>▪ The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (5-PS3-1)</li> </ul> <b>LS1.C: Organization for Matter and Energy Flow in Organisms</b>	<b>Systems and System Models</b> <ul style="list-style-type: none"> <li>▪ A system can be described in terms of its components and their interactions. (5-LS2-1)</li> </ul> <b>Energy and Matter</b> <ul style="list-style-type: none"> <li>▪ Matter is transported into, out of, and within systems. (5-LS1-1)</li> <li>▪ Energy can be transferred in</li> </ul>



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<p>phenomena. (5-LS2-1)</p> <p><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"><li>Support an argument with evidence, data, or a model. (5-LS1-1)</li></ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</b></p> <ul style="list-style-type: none"><li>Science explanations describe the mechanisms for natural events. (5-LS2-1)</li></ul>	<ul style="list-style-type: none"><li>Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (secondary to 5-PS3-1)</li><li>Plants acquire their material for growth chiefly from air and water. (5-LS1-1)</li></ul> <p><b>LS2.A: Interdependent Relationships in Ecosystems</b></p> <ul style="list-style-type: none"><li>The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1)</li></ul>	<p>various ways and between objects. (5-PS3-1)</p>
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**LS2.B: Cycles of Matter and Energy Transfer in Ecosystems**

- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)

*Connections to other DCIs in fifth grade:* **5.PS1.A** (5-LS1-1),(5-LS2-1); **5.ESS2.A** (5-LS2-1)  
*Articulation of DCIs across grade-bands:* **K.LS1.C** (5-PS3-1),(5-LS1-1); **2.PS1.A** (5-LS2-1); **2.LS2.A** (5-PS3-1),(5-LS1-1); **2.LS4.D** (5-LS2-1); **4.PS3.A** (5-PS3-1); **4.PS3.B** (5-PS3-1); **4.PS3.D** (5-PS3-1); **4.ESS2.E** (5-LS2-1); **MS.PS3.D** (5-PS3-1),(5-LS2-1); **MS.PS4.B** (5-PS3-1); **MS.LS1.C** (5-PS3-1),(5-LS1-1),(5-LS2-1); **MS.LS2.A** (5-LS2-1); **MS.LS2.B** (5-PS3-1),(5-LS2-1)

*California Common Core State Standards Connections:*

*ELA/Literacy –*

**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-LS1-1)

**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS3-1),(5-LS2-1)

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-LS1-1)

**W.5.1.a–d** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-LS1-1)

**SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-PS3-1),(5-LS2-1)

*Mathematics –*

**MP.2** Reason abstractly and quantitatively. (5-LS1-1),(5-LS2-1)

**MP.4** Model with mathematics. (5-LS1-1),(5-LS2-1)

**MP.5** Use appropriate tools strategically. (5-LS1-1)

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<b>5.MD.1</b>	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5-LS1-1)
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5 Space Systems: Stars and the Solar System

5 Space Systems: Stars and the Solar System		
Students who demonstrate understanding can:		
5-PS2-1.	Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]	
5-ESS1-1.	Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. [ <b>**Clarification Statement: Absolute brightness of stars is the result of a variety of factors. Relative distance from Earth is one factor that affects apparent brightness and is the one selected to be addressed by the performance expectation.</b> ] [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]	
5-ESS1-2.	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]	
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :		
<b>Science and Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
<b>Analyzing and Interpreting Data</b> Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. <ul style="list-style-type: none"> <li>▪ Represent data in graphical displays (bar</li> </ul>	<b>PS2.B: Types of Interactions</b> <ul style="list-style-type: none"> <li>▪ The gravitational force of Earth acting on an object near Earth’s surface pulls that object toward the planet’s center. (5-PS2-1)</li> </ul> <b>ESS1.A: The Universe and its Stars</b> <ul style="list-style-type: none"> <li>▪ The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from</li> </ul>	<b>Patterns</b> <ul style="list-style-type: none"> <li>▪ Similarities and differences in patterns can be used to sort, classify, communicate, and analyze simple rates of change for natural phenomena. (5-ESS1-2)</li> </ul> <b>Cause and Effect</b>

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<p>graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2)</p> <p><b>Engaging in Argument from Evidence</b> Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> <li>Support an argument with evidence, data, or a model. (5-PS2-1),(5-ESS1-1)</li> </ul>	<p>Earth. (5-ESS1-1)</p> <p><b>ESS1.B: Earth and the Solar System</b></p> <ul style="list-style-type: none"> <li>The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)</li> </ul>	<ul style="list-style-type: none"> <li>Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)</li> </ul> <p><b>Scale, Proportion, and Quantity</b></p> <ul style="list-style-type: none"> <li>Natural objects exist from the very small to the immensely large. (5-ESS1-1)</li> </ul>
<p><i>Connections to other DCIs in fifth grade: N/A</i></p>		
<p><i>Articulation of DCIs across grade-bands: 1.ESS1.A (5-ESS1-2); 1.ESS1.B (5-ESS1-2); 3.PS2.A (5-PS2-1),(5-ESS1-2); 3.PS2.B (5-PS2-1); MS.PS2.B (5-PS2-1); MS.ESS1.A (5-ESS1-1),(5-ESS1-2); MS.ESS1.B (5-PS2-1),(5-ESS1-1),(5-ESS1-2); MS.ESS2.C (5-PS2-1)</i></p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p><b>RI.5.1.a–d</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-PS2-1),(5-ESS1-1)</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS1-1)</p> <p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5-ESS1-1)</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-PS2-1),(5-ESS1-1)</p> <p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-PS2-1),(5-ESS1-1)</p> <p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to</p>		

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

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enhance the development of main ideas or themes. (5-ESS1-2)

*Mathematics –*

**MP.2** Reason abstractly and quantitatively. (5-ESS1-1),(5-ESS1-2)

**MP.4** Model with mathematics. (5-ESS1-1),(5-ESS1-2)

**5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)

**5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS1-2)

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5 Earth's Systems

5 Earth's Systems	
Students who demonstrate understanding can:	
5-ESS2-1.	<b>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</b> [Clarification Statement: <b>**The geosphere, hydrosphere (including ice), atmosphere, and biosphere are each a system and each system is a part of the whole Earth System.</b> Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]
5-ESS2-2.	<b>Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</b> [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]
5-ESS3-1.	<b>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</b>

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<b>Developing and Using Models</b> Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. <ul style="list-style-type: none"> <li>Develop a model using an example to describe a scientific principle. (5-ESS2-1)</li> </ul> <b>Using Mathematics and Computational</b>	<b>ESS2.A: Earth Materials and Systems</b> <ul style="list-style-type: none"> <li>Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean</li> </ul>	<b>Scale, Proportion, and Quantity</b> <ul style="list-style-type: none"> <li>Standard units are used to measure and describe physical quantities such as weight, and volume. (5-ESS2-2)</li> </ul> <b>Systems and System Models</b> <ul style="list-style-type: none"> <li>A system can be described in terms of its components and their interactions. (5-ESS2-1),(5-ESS3-1)</li> </ul>

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<p><b>Thinking</b> Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.</p> <ul style="list-style-type: none"> <li>Describe and graph quantities such as area and volume to address scientific questions. (5-ESS2-2)</li> </ul> <p><b>Obtaining, Evaluating, and Communicating Information</b> Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> <li>Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (5-ESS3-1)</li> </ul>	<p>supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)</p> <p><b>ESS2.C: The Roles of Water in Earth’s Surface Processes</b></p> <ul style="list-style-type: none"> <li>Nearly all of Earth’s available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2)</li> </ul> <p><b>ESS3.C: Human Impacts on Earth Systems</b></p> <ul style="list-style-type: none"> <li>Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth’s resources and environments. (5-ESS3-1)</li> </ul>	<p>----- <b>Connections to Nature of Science</b></p> <p><b>Science Addresses Questions About the Natural and Material World</b></p> <ul style="list-style-type: none"> <li>Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1)</li> </ul>
<p><i>Connections to other DCIs in fifth grade: N/A</i></p>		
<p><i>Articulation of DCIs across grade-bands: 2.ESS2.A (5-ESS2-1); 2.ESS2.C (5-ESS2-2); 3.ESS2.D (5-ESS2-1); 4.ESS2.A (5-ESS2-1); MS.ESS2.A (5-ESS2-1); MS.ESS2.C (5-ESS2-1),(5-ESS2-2); MS.ESS2.D (5-ESS2-1); MS.ESS3.A (5-ESS2-2),(5-ESS3-1); MS.ESS3.C (5-ESS3-1); MS.ESS3.D (5-ESS3-1)</i></p>		
<p><i>California Common Core State Standards Connections: ELA/Literacy –</i></p>		

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### Grade Five Standards Arranged by Topic

<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS3-1)
<b>RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS2-1),(5-ESS2-2),(5-ESS3-1)
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1)
<b>W.5.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ESS2-2),(5-ESS3-1)
<b>W.5.9.a,b</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1)
<b>SL.5.5</b>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS2-1),(5-ESS2-2)
<i>Mathematics –</i>	
<b>MP.2</b>	Reason abstractly and quantitatively. (5-ESS2-1),(5-ESS2-2),(5-ESS3-1)
<b>MP.4</b>	Model with mathematics. (5-ESS2-1),(5-ESS2-2),(5-ESS3-1)
<b>5.G.2</b>	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS2-1)

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Grade Five  
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5 Structure and Properties of Matter

5 Structure and Properties of Matter		
Students who demonstrate understanding can:		
5-PS1-1.	<b>Develop a model to describe that matter is made of particles too small to be seen.</b> [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]	
5-PS1-2.	<b>Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</b> [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]	
5-PS1-3.	<b>Make observations and measurements to identify materials based on their properties.</b> [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]	
5-PS1-4.	<b>Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</b> [ <b>**Clarification Statement: Examples of combinations that do not produce new substances could include sand and water. Examples of combinations that do produce new substances could include baking soda and vinegar or milk and vinegar.</b> ]	
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :		
<b>Science and Engineering Practices</b>	<b>Disciplinary Core Ideas</b>	<b>Crosscutting Concepts</b>
<b>Developing and Using Models</b> Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to	<b>PS1.A: Structure and Properties of Matter</b> <ul style="list-style-type: none"> <li>▪ Matter of any type can be subdivided into particles that are too small to see,</li> </ul>	<b>Cause and Effect</b> <ul style="list-style-type: none"> <li>▪ Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4)</li> </ul>

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Five Standards Arranged by Topic

represent events and design solutions.

- Develop a model to describe phenomena. (5-PS1-1)

**Planning and Carrying Out Investigations**

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4)
- Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3)

**Using Mathematics and Computational Thinking**

Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and

but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including: the inflation and shape of a balloon, and the effects of air on larger particles or objects. (5-PS1-1)

- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2)
- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade-band, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3)

**PS1.B: Chemical Reactions**

- When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4)
- No matter what reaction or change in properties occurs, the total weight of the

**Scale, Proportion, and Quantity**

- Natural objects exist from the very small to the immensely large. (5-PS1-1)
- Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5-PS1-3)

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**Connections to Nature of Science**

**Scientific Knowledge Assumes an Order and Consistency in Natural Systems**

- Science assumes consistent patterns in natural systems. (5-PS1-2)

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Five Standards Arranged by Topic

mathematics to analyze data and compare alternative design solutions. ▪ Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)	substances does not change. (Boundary: Mass and weight are not distinguished at this grade-band.) (5-PS1-2)	
Connections to other DCIs in fifth grade: N/A		
Articulation of DCIs across grade-bands: <b>2.PS1.A</b> (5-PS1-1),(5-PS1-2),(5-PS1-3); <b>2.PS1.B</b> (5-PS1-2),(5-PS1-4); <b>MS.PS1.A</b> (5-PS1-1),(5-PS1-2),(5-PS1-3),(5-PS1-4); <b>MS.PS1.B</b> (5-PS1-2),(5-PS1-4)		
California Common Core State Standards Connections: ELA/Literacy –		
<b>RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS1-1)	
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-PS1-2),(5-PS1-3),(5-PS1-4)	
<b>W.5.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-PS1-2),(5-PS1-3),(5-PS1-4)	
<b>W.5.9.a,b</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-PS1-2),(5-PS1-3),(5-PS1-4)	
Mathematics –		
<b>MP.2</b>	Reason abstractly and quantitatively. (5-PS1-1),(5-PS1-2),(5-PS1-3)	
<b>MP.4</b>	Model with mathematics. (5-PS1-1),(5-PS1-2),(5-PS1-3)	
<b>MP.5</b>	Use appropriate tools strategically. (5-PS1-2),(5-PS1-3)	
<b>5.NBT.2</b>	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-PS1-1)	
<b>5.NF.7.a-c</b>	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by	

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## Grade Five *Standards Arranged by Topic*

<b>5.MD.1</b>	unit fractions. (5-PS1-1) Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (5-PS1-2)
<b>5.MD.3.a,b</b>	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5-PS1-1)
<b>5.MD.4</b>	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5-PS1-1)

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## Grade Five Standards Arranged by Topic

### 3–5 Engineering Design

#### 3–5 Engineering Design

Students who demonstrate understanding can:

- 3–5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.**
- 3–5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.**
- 3–5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> <li>▪ Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3–5-ETS1-1)</li> </ul> <p><b>Planning and Carrying Out Investigations</b> Planning and carrying out investigations to</p>	<p><b>ETS1.A: Defining and Delimiting Engineering Problems</b></p> <ul style="list-style-type: none"> <li>▪ Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3–5-ETS1-1)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>▪ Research on a problem should be</li> </ul>	<p><b>Influence of Science, Engineering, and Technology on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>▪ People’s needs and wants change over time, as do their demands for new and improved technologies. (3–5-ETS1-1)</li> <li>▪ Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3–5-ETS1-2)</li> </ul>

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answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3–5-ETS1-3)

**Constructing Explanations and Designing Solutions**

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3–5-ETS1-2)

carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3–5-ETS1-2)

- At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3–5-ETS1-2)
- Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3–5-ETS1-3)

**ETS1.C: Optimizing the Design Solution**

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3–5-ETS1-3)

*Connections to 3–5-ETS1.A: Defining and Delimiting Engineering Problems include:*

**Fourth Grade:** 4-PS3-4

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*Connections to 3–5-ETS1.B: Designing Solutions to Engineering Problems include:*

**Fourth Grade:** 4-ESS3-2

*Connections to 3–5-ETS1.C: Optimizing the Design Solution include:*

**Fourth Grade:** 4-PS4-3

*Articulation of DCIs across grade-bands:* **K–2.ETS1.A** (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3); **K–2.ETS1.B** (3–5-ETS1-2); **K–2.ETS1.C** (3–5-ETS1-2),(3–5-ETS1-3); **MS.ETS1.A** (3–5-ETS1-1); **MS.ETS1.B** (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3); **MS.ETS1.C** (3–5-ETS1-2),(3–5-ETS1-3)

*California Common Core State Standards Connections:*

*ELA/Literacy –*

- RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (3–5-ETS1-2)
- RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (3–5-ETS1-2)
- RI.5.9.a,b** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (3–5-ETS1-2)
- W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (3–5-ETS1-1),(3–5-ETS1-3)
- W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (3–5-ETS1-1),(3–5-ETS1-3)
- W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (3–5-ETS1-1),(3–5-ETS1-3)

*Mathematics –*

- MP.2** Reason abstractly and quantitatively. (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3)
- MP.4** Model with mathematics. (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3)
- MP.5** Use appropriate tools strategically. (3–5-ETS1-1),(3–5-ETS1-2),(3–5-ETS1-3)
- 3.OA.1-4** Represent and solve problems involving multiplication and division. (3–5-ETS1-1),(3–5-ETS1-2)

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# Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

## Grade Five *Standards Arranged by Topic*

<b>3.OA.5-6</b>	Understand properties of multiplication and the relationship between multiplication and division. (3–5-ETS1-1),(3–5-ETS1-2)
<b>3.OA.7</b>	Multiply and divide within 100. (3–5-ETS1-1),(3–5-ETS1-2)
<b>3.OA.8-9</b>	Solve problems involving the four operations, and identify and explain patterns in arithmetic. (3–5-ETS1-1),(3–5-ETS1-2)
<b>4.OA.1-3</b>	Use the four operations with whole numbers to solve problems. (3–5-ETS1-1),(3–5-ETS1-2)
<b>4.OA.4</b>	Gain familiarity with factors and multiples. (3–5-ETS1-1),(3–5-ETS1-2)
<b>4.OA.5</b>	Generate and analyze patterns. (3–5-ETS1-1),(3–5-ETS1-2)
<b>5.OA.1-2.1</b>	Write and interpret numerical expressions. (3–5-ETS1-1),(3–5-ETS1-2)
<b>5.OA.3</b>	Analyze patterns and relationships. (3–5-ETS1-1),(3–5-ETS1-2)

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

\*\*California clarification statements, marked with double asterisks, were incorporated by the California Science Expert Review Panel

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