

2-LS2-1 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.]*

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

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

Disciplinary Core Ideas

LS2.A: Interdependent Relationships in Ecosystems

- Plants depend on water and light to grow.

Crosscutting Concepts

Cause and Effect

- Events have causes that generate observable patterns.

Observable features of the student performance by the end of the grade:

1	Identifying the phenomenon under investigation
a	Students identify and describe* the phenomenon and purpose of the investigation, which include answering a question about whether plants need sunlight and water to grow.
2	Identifying the evidence to address the purpose of the investigation
a	Students describe* the evidence to be collected, including: <ul style="list-style-type: none"> i. Plant growth with both light and water. ii. Plant growth without light but with water. iii. Plant growth without water but with light. iv. Plant growth without water and without light.
b	Students describe* how the evidence will allow them to determine whether plants need light and water to grow.
3	Planning the investigation
a	Students collaboratively develop an investigation plan. In the investigation plan, students describe* the features to be part of the investigation, including: <ul style="list-style-type: none"> i. The plants to be used. ii. The source of light. iii. How plants will be kept with/without light in both the light/dark test and the water/no water test. iv. The amount of water plants will be given in both the light/dark test and the water/no water test. v. How plant growth will be determined (e.g., observations of plant height, number and size of leaves, thickness of the stem, number of branches).
b	Students individually describe* how this plan allows them to answer the question.
4	Collecting the data
a	According to the investigation plan developed, students collaboratively collect and record data on the effects on plant growth by: <ul style="list-style-type: none"> i. Providing both light and water, ii. Withholding light but providing water, iii. Withholding water but providing light, or iv. Withholding both water and light.

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

Students who demonstrate understanding can:

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

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.

- Develop a simple model based on evidence to represent a proposed object or tool.

Disciplinary Core Ideas

LS2.A: Interdependent Relationships in Ecosystems

- Plants depend on animals for pollination or to move their seeds around.

ETS1.B: Developing Possible Solutions

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (*secondary*)

Crosscutting Concepts

Structure and Function

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

Observable features of the student performance by the end of the grade:

1	Components of the model	
	a	Students develop a simple model that mimics the function of an animal in seed dispersal or pollination of plants. Students identify the relevant components of their model, including those components that mimic the natural structure of an animal that helps it disperse seeds (e.g., hair that snares seeds, squirrel cheek pouches that transport seeds) or that mimic the natural structure of an animal that helps it pollinate plants (e.g., bees have fuzzy bodies to which pollen sticks, hummingbirds have bills that transport pollen). The relevant components of the model include:
		i. Relevant structures of the animal.
		ii. Relevant structures of the plant.
		iii. Pollen or seeds from plants.
2	Relationships	
	a	In the model, students describe* relationships between components, including evidence that the developed model mimics how plant and animal structures interact to move pollen or disperse seeds.
		i. Students describe* the relationships between components that allow for movement of pollen or seeds.
		ii. Students describe* the relationships between the parts of the model they are developing and the parts of the animal they are mimicking.
3	Connections	
	a	Students use the model to describe*:
		i. How the structure of the model gives rise to its function.
		ii. Structure-function relationships in the natural world that allow some animals to disperse seeds or pollinate plants.

2-LS4-1 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 expectation above was 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>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data which can be used to make comparisons. <p>-----</p> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. 	<p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> There are many different kinds of living things in any area, and they exist in different places on land and in water. 	

Observable features of the student performance by the end of the grade:

1	Identifying the phenomenon under investigation						
	a Students identify and describe* the phenomenon and purpose of the investigation, which includes comparisons of plant and animal diversity of life in different habitats.						
2	Identifying the evidence to address the purpose of the investigation						
	a Based on the given plan for the investigation, students describe* the following evidence to be collected: <table border="1" style="width: 100%; margin-top: 5px;"> <tbody> <tr> <td style="width: 20px;">i.</td> <td>Descriptions* based on observations (firsthand or from media) of habitats, including land habitats (e.g., playground, garden, forest, parking lot) and water habitats (e.g., pond, stream, lake).</td> </tr> <tr> <td>ii.</td> <td>Descriptions* based on observations (firsthand or from media) of different types of living things in each habitat (e.g., trees, grasses, bushes, flowering plants, lizards, squirrels, ants, fish, clams).</td> </tr> <tr> <td>iii.</td> <td>Comparisons of the different types of living things that can be found in different habitats.</td> </tr> </tbody> </table>	i.	Descriptions* based on observations (firsthand or from media) of habitats, including land habitats (e.g., playground, garden, forest, parking lot) and water habitats (e.g., pond, stream, lake).	ii.	Descriptions* based on observations (firsthand or from media) of different types of living things in each habitat (e.g., trees, grasses, bushes, flowering plants, lizards, squirrels, ants, fish, clams).	iii.	Comparisons of the different types of living things that can be found in different habitats.
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ii.	Descriptions* based on observations (firsthand or from media) of different types of living things in each habitat (e.g., trees, grasses, bushes, flowering plants, lizards, squirrels, ants, fish, clams).						
iii.	Comparisons of the different types of living things that can be found in different habitats.						
	b Students describe* how these observations provide evidence for patterns of plant and animal diversity across habitats.						
3	Planning the investigation						
	a Based on the given investigation plan, students describe* how the different plants and animals in the habitats will be observed, recorded, and organized.						
4	Collecting the data						
	a Students collect, record, and organize data on different types of plants and animals in the habitats.						