

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

Students who demonstrate understanding can:

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.\*** [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]

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

#### Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Use materials to design a device that solves a specific problem or a solution to a specific problem.

### Disciplinary Core Ideas

#### LS1.A: Structure and Function

- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

#### 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.

### Crosscutting Concepts

#### Structure and Function

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

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

#### Influence of Science, Engineering and Technology on Society and the Natural World

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

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

1	Using scientific knowledge to generate design solutions
a	Students describe* the given human problem to be solved by the design.
b	With guidance, students use given scientific information about plants and/or animals to design the solution, including: <ul style="list-style-type: none"> <li>iii. How external structures are used to help the plant and/or animal grow and/or survive.</li> <li>iv. How animals use external structures to capture and convey different kinds of information they need.</li> <li>v. How plants and/or animals respond to information they receive from the environment.</li> </ul>
c	Students design a device (using student-suggested materials) that provides a solution to the given human problem by mimicking how plants and/or animals use external structures to survive, grow, and/or meet their needs. This may include: <ul style="list-style-type: none"> <li>i. Mimicking the way a plant and/or animal uses an external structure to help it survive, grow, and/or meet its needs.</li> <li>ii. Mimicking the way an external structure of an animal captures and conveys information.</li> <li>iii. Mimicking the way an animal and/or plant responds to information from the environment.</li> </ul>
2	Describing* specific features of the design solution, including quantification when appropriate
a	Students describe* the specific expected or required features in their designs and devices, including: <ul style="list-style-type: none"> <li>i. The device provides a solution to the given human problem.</li> <li>ii. The device mimic plant and/or animal external parts, and/or animal information-processing</li> </ul>

		iii. The device use the provided materials to develop solutions.
3	Evaluating potential solutions	
	a	Students describe* how the design solution is expected to solve the human problem.
	b	Students determine and describe* whether their device meets the specific required features.

## 1-LS1-2 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.** [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]

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

#### 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.

#### Connections to Nature of Science

#### Scientific Knowledge is Based on Empirical Evidence

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

### Disciplinary Core Ideas

#### 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.

### Crosscutting Concepts

#### Patterns

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

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

1	Obtaining information
a	Students use grade-appropriate books and other reliable media to obtain the following scientific information:
i.	Information about the idea that both plants and animals can have offspring.
ii.	Information about behaviors of animal parents that help offspring survive (e.g., keeping offspring safe from predators by circling the young, feeding offspring).
iii.	Information about behaviors of animal offspring that help the offspring survive (e.g., crying, chirping, nuzzling for food).
2	Evaluating information
a	Students evaluate the information to determine and describe* the patterns of what animal parents and offspring do to help offspring survive (e.g., when a baby cries, the mother feeds it; when danger is present, parents protect offspring; some young animals become silent to avoid predators).

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

Students who demonstrate understanding can:

- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.** [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]

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

#### Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

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

### Disciplinary Core Ideas

#### LS3.A: Inheritance of Traits

- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.

#### LS3.B: Variation of Traits

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

### Crosscutting Concepts

#### Patterns

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

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

1	Articulating the explanation of phenomena
a	Students articulate a statement that relates a given phenomenon to a scientific idea, including the idea that young plants and animals are like, but not exactly like, their parents (not to include animals that undergo complete metamorphoses, such as insects or frogs).
b	Students use evidence and reasoning to construct an evidence-based account of the phenomenon.
2	Evidence
a	Students describe* evidence from observations (firsthand or from media) about patterns of features in plants and animals, including: <ol style="list-style-type: none"> <li>Key differences between different types of plants and animals (e.g., features that distinguish dogs versus those that distinguish fish, oak trees vs. bean plants).</li> <li>Young plants and animals of the same type have similar, but not identical features (e.g., size and shape of body parts, color and/or type of any hair, leaf shape, stem rigidity).</li> <li>Adult plants and animals (i.e., parents) of the same type have similar, but not identical features (e.g., size and shape of body parts, color and/or type of any hair, leaf shape, stem rigidity).</li> <li>Patterns of similarities and differences in features between parents and offspring.</li> </ol>
3	Reasoning
a	Students logically connect the evidence of observed patterns in features to support the evidence-based account by describing* chains of reasoning that include: <ol style="list-style-type: none"> <li>Young plants and animals are very similar to their parents.</li> <li>Young plants and animals are not exactly the same as their parents.</li> <li>Similarities and differences in features are evidence that young plants and animals are very much, but not exactly, like their parents.</li> <li>Similarities and differences in features are evidence that although individuals of the same type of animal or plant are recognizable as similar, they can also vary in many ways.</li> </ol>