

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-left: 20px;"> <tbody> <tr> <td>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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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.						