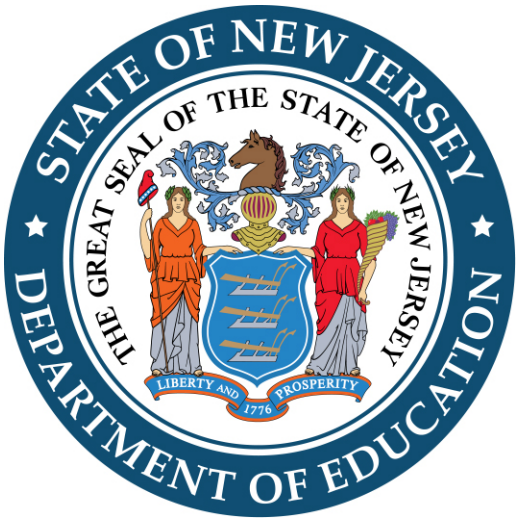

2020 New Jersey Student Learning Standards

Science

Kindergarten through Grade 5

January 2022

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2020 New Jersey Student Learning Standards – Science

Introduction

Science

Scientific and technological advances have proliferated and now permeate most aspects of life in the 21st century. It is increasingly important that all members of our society develop an understanding of scientific and engineering concepts and processes. Learning how to construct scientific explanations and how to design evidence-based solutions provides students with tools to think critically about personal and societal issues and needs. Students can then contribute meaningfully to decision-making processes, such as discussions about climate change, new approaches to health care, and innovative solutions to local and global problems.

Mission

All students will possess an understanding of scientific concepts and processes required for personal decision-making, participation in civic life, and preparation for careers in STEM fields (for those that chose).

Vision

Prepare students to become scientifically literate individuals who can effectively:

- Apply scientific thinking, skills, and understanding to real-world phenomena and problems;
- Engage in systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned;
- Conduct investigations, solve problems, and engage in discussions;
- Discuss open-ended questions that focus on the strength of the evidence used to generate claims;
- Read and evaluate multiple sources, including science-related magazine and journal articles and web-based resources to gain knowledge about current and past science problems and solutions and develop well-reasoned claims; and
- Communicate ideas through journal articles, reports, posters, and media presentations that explain and argue.

Spirit and Intent

The New Jersey Student Learning Standards for Science (NJSLS-S) describe the expectations for what students should know and be able to do as well as promote three-dimensional science instruction across the three science domains (i.e., physical sciences, life science, Earth and space sciences). From the earliest grades, the expectation is that students will engage in learning experiences that enable them to investigate phenomena, design solutions to problems, make sense of evidence to construct arguments, and critique and discuss those arguments (in appropriate ways relative to their grade level).

The foundation of the NJSLS-S reflects three dimensions — science and engineering practices, disciplinary core ideas, and crosscutting concepts. The performance expectations are derived from the interplay of these three dimensions. It is essential that these three components are integrated into all learning experiences. Within each standard document, the three dimensions are intentionally presented as integrated components to foster sensemaking and designing solutions to problems. Because the NJSLS-S is built on the notions of coherence and contextuality, each of the science and engineering practices and crosscutting concepts appear multiple times across

topics and at every grade level. Additionally, the three dimensions should be an integral part of every curriculum unit and should not be taught in isolation.

Three Dimensions of NJSLS-S

The performance expectations reflect the three dimensions and describe what students should know and be able to do. In layman's terms, they are "the standards." They are written as statements that can be used to guide assessment and allow for flexibility in the way that students are able to demonstrate proficiency.

The example below is provided to illustrate the interconnected nature of the NJSLS-S components.

Disciplinary Core Ideas and Performance Expectations

Disciplinary Core Idea	Performance Expectation
Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

Science and Engineering Practices

Developing and Using Models	Develop and use a model to describe phenomena.

Crosscutting Concepts

Scale, Proportion, and Quantity	Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

Becoming familiar with the science practices and crosscutting concepts is a critically important first step in designing learning experiences reflective of the three dimensions. A description of each of the science and engineering practices and the cross-cutting concepts can be found in the next sections.

Further, for students to develop proficiency of the NJSLS-S, they will need to engage in learning experiences that are *meaningful, cumulative,* and *progressive*. Learning experiences designed to be *meaningful*, go beyond reading about science concepts and provide opportunities for students to be active learners and make sense of ideas. *Cumulative* learning experiences provide opportunities for students to use and build on ideas that they have learned in previous units. *Progressive* learning experiences provide multiple occasions for students to engage in ways that enable them to improve their construction of explanations and solutions over time by iteratively assessing them, elaborating on them, and holding them up to critique and evidence.

Scientific and Engineering Practices

Asking Questions and Defining Problems

A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world works and which can be empirically tested.

Engineering questions clarify problems to determine criteria for successful solutions and identify constraints to solve problems about the designed world.

Both scientists and engineers also ask questions to clarify the ideas of others.

Planning and Carrying Out Investigations

Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters.

Engineering investigations identify the effectiveness, efficiency, and durability of designs under different conditions.

Analyzing and Interpreting Data

Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results. Modern technology makes the collection of large data sets much easier, providing secondary sources for analysis.

Engineering investigations include analysis of data collected in the tests of designs. This allows comparison of different solutions and determines how well each meets specific design criteria—that is, which design best solves the problem within given constraints. Like scientists, engineers require a range of tools to identify patterns within data and interpret the results. Advances in science make analysis of proposed solutions more efficient and effective.

Developing and Using Models

A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.

Modeling tools are used to develop questions, predictions and explanations; analyze and identify flaws in systems; and communicate ideas. Models are used to build and revise scientific explanations and proposed engineered systems.

Measurements and observations are used to revise models and designs.

Constructing Explanations and Designing Solutions

The products of science are explanations and the products of engineering are solutions.

The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories.

The goal of engineering design is to find a systematic solution to problems that is based on scientific knowledge and models of the material world. Each proposed solution results from a process of balancing competing criteria of desired functions, technical feasibility, cost, safety, aesthetics, and compliance with legal requirements. The optimal choice depends on how well the proposed solutions meet criteria and constraints.

Engaging in Argument from Evidence

Argumentation is the process by which explanations and solutions are reached.

In science and engineering, reasoning and argument based on evidence are essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation to listen to, compare, and evaluate competing ideas and methods based on merits.

Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to identify strengths and weaknesses of claims.

Using Mathematics and Computational Thinking

In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; statistically analyzing data; and recognizing, expressing, and applying quantitative relationships.

Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Statistical methods are frequently used to identify significant patterns and establish correlational relationships.

Obtaining, Evaluating, and Communicating Information

Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate.

Critiquing and communicating ideas individually and in groups is a critical professional activity.

Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to acquire information that is used to evaluate the merit and validity of claims, methods, and design.

Disciplinary Core Ideas

Disciplinary Core Ideas in Physical Science

PS1: Matter and Its Interactions

- PS1.A: Structure and Properties of Matter
- PS1.B: Chemical Reactions
- PS1.C: Nuclear Processes

PS2: M K-2-ETS1-2otion and Stability: Forces and Interactions

- PS2.A: Forces and Motion
- PS2.B: Types of Interactions
- PS2.C: Stability and Instability in Physical Systems

PS3: Energy

- PS3.A: Definitions of Energy
- PS3.B: Conservation of Energy and Energy Transfer
- PS3.C: Relationship Between Energy and Forces
- PS3.D: Energy in Chemical Processes and Everyday Life

PS4: Waves and Their Applications in Technologies for Information Transfer

- PS4.A: Wave Properties
- PS4.B: Electromagnetic Radiation
- PS4.C: Information Technologies and Instrumentation

Disciplinary Core Ideas in Life Science

LS1: From Molecules to Organisms: Structures and Processes

- LS1.A: Structure and Function
- LS1.B: Growth and Development of Organisms
- LS1.C: Organization for Matter and Energy Flow in Organisms
- LS1.D: Information Processing

LS2: Ecosystems: Interactions, Energy, and Dynamics

- LS2.A: Interdependent Relationships in Ecosystems
- LS2.B: Cycles of Matter and Energy Transfer in Ecosystems
- LS2.C: Ecosystem Dynamics, Functioning, and Resilience
- LS2.D: Social Interactions and Group Behavior

LS3: Heredity: Inheritance and Variation of Traits

- LS3.A: Inheritance of Traits
- LS3.B: Variation of Traits

LS4: Biological Evolution: Unity and Diversity

- LS4.A: Evidence of Common Ancestry and Diversity
- LS4.B: Natural Selection
- LS4.C: Adaptation
- LS4.D: Biodiversity and Humans

Disciplinary Core Ideas in Earth and Space Science

ESS1: Earth's Place in the Universe

- ESS1.A: The Universe and Its Stars
- ESS1.B: Earth and the Solar System
- ESS1.C: The History of Planet Earth

ESS2: Earth's Systems

- ESS2.A: Earth Materials and Systems
- ESS2.B: Plate Tectonics and Large-Scale System Interactions
- ESS2.C: The Roles of Water in Earth's Surface Processes
- ESS2.D: Weather and Climate
- ESS2.E: Biogeology

ESS3: Earth and Human Activity

- ESS3.A: Natural Resources
- ESS3.B: Natural Hazards
- ESS3.C: Human Impacts on Earth Systems
- ESS3.D: Global Climate Change

Disciplinary Core Ideas in Engineering, Technology, and the Application of Science

ETS1: Engineering Design

- ETS1.A: Defining and Delimiting Engineering Problems
- ETS1.B: Developing Possible Solutions
- ETS1.C: Optimizing the Design Solution

ETS2: Links Among Engineering, Technology, Science, and Society

- ETS2.A: Interdependence of Science, Engineering, and Technology
- ETS2.B: Influence of Engineering, Technology, and Science on Society and the Natural World

Crosscutting Concepts

Patterns

Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.

Cause and Effect: Mechanism and Explanation

Events have causes, sometimes simple, sometimes multifaceted. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.

Scale, Proportion, and Quantity

In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to recognize how changes in scale, proportion, or quantity affect a system's structure or performance.

Systems and System Models

Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.

Energy and Matter

Flows, Cycles, and Conservation Tracking fluxes of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.

Structure and Function

The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.

Stability and Change

For natural and built systems alike, conditions of stability and determinants of rates of change or evolution of a system are critical elements of study.

Standards in Action: Climate Change

Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science as a way to inform decisions that improve quality of life for themselves, their community, and globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Structure of the NJSLS-S Documents

The performance expectations are the organizing structure for the NJSLS-S documents found below. In grades kindergarten through five, performance expectations are described by individual grades. In grades 6 through 12, the performance expectations are described as middle school (MS), grades 6 through 8, and high school (HS), grades 9 through 12.

As illustrated in Figure 1 (below), every document has four sections:

1. Title (e.g., Earth and Human Activity)
2. Performance expectation
3. Foundation boxes (science and engineering practice(s), disciplinary core idea(s), and crosscutting concept (s) that relate specifically to the performance expectation)
4. Connection box (connections to other disciplinary concepts at grade level, at grade levels above and below, and specific English language arts and mathematics standards that are relevant)

More information regarding the foundation and connection boxes can be found in the next section.

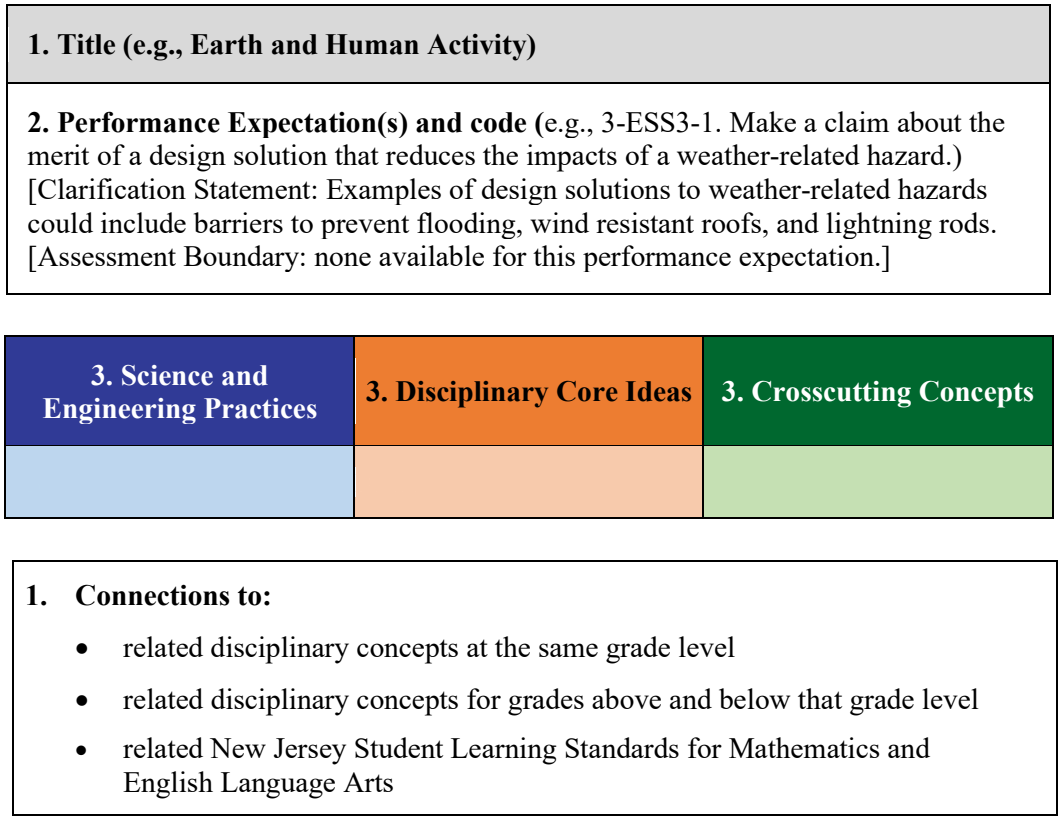

Figure 1: Structure of a NJSLS-S document

Note about the Clarification Statement and Assessment Boundary (in red): frequently, a Clarification Statement and an Assessment Boundary are listed after the performance expectation. The Clarification Statement provides real-world examples that reflect the performance expectations. The Assessment Boundary is intended to inform statewide assessment item writers and educators about what is "out of bounds" on statewide science assessments at the end of grades 5, 8, and 11.

Coding of Performance Expectation

Every performance expectation is labeled with a specific alpha numeric code. The code summarizes important information. See Figure 2 below. The first number within the code reflects the grade or grade band. The letters are an abbreviation of the component idea from which the performance expectations are derived. PS1 is shorthand for Matter and its Interactions (see Disciplinary Core Ideas table on page 4). Finally, the number at the end of each code indicates the order in which the performance expectation appears in the NJSLS-S.

2	**PS1**	**2**
2nd grade	Physical Science Matter and its Interactions	Performance expectation

Figure 2: Coding of performance expectations

Foundation Boxes

The foundation boxes provide information about the specific science and engineering practice(s), disciplinary core idea(s), and crosscutting concept(s) that were used to write the performance expectation.

Science and Engineering Practices (SEP)

The blue box on the left (see Figure 1) includes the science and engineering practices used to construct the performance expectation(s). These statements further explain the science and engineering practices important to emphasize in each grade band. Most sets of performance expectations emphasize only a few of the practice categories; however, all practices are emphasized within a grade band. Teachers should be encouraged to utilize several practices in any instruction, and need not be limited by the performance expectation, which is only intended to guide assessment.

Disciplinary Core Ideas (DCI)

The orange box in the middle includes statements about the most essential ideas in the major science disciplines that all students should understand during 13 years of school. Including these detailed statements are very helpful in "unpacking" the disciplinary core ideas and sub-ideas.

Crosscutting Concepts (CCC)

The green box includes statements which apply to one or more of the performance expectations. Most sets of performance expectations limit the number of crosscutting concepts to focus on those that are readily apparent when considering the disciplinary core ideas. However, all are emphasized within a grade band. Again, the list is not exhaustive nor is it intended to limit instruction.

Aspects of the Nature of Science relevant to the performance expectation(s) are also listed in this box, as are the Interdependence of Science and Engineering, and the influence of Engineering, Technology, and Science on society and the natural world. Although these are not crosscutting concepts in the same sense as the others, they are best taught and assessed in the context of specific science ideas and are therefore also listed in this box.

Connection Boxes

Three connection boxes, below the foundation boxes, are designed to support a coherent curriculum by showing how the performance expectations in each standard connect to other performance expectations in science, as well as to New Jersey Student Learning Standards in English language arts and mathematics. The three boxes include:

Connections to other disciplinary core ideas in this grade level

This box contains the names of disciplinary core ideas that have related disciplinary core ideas at the same grade level. For example, both Physical Science and Life Science performance expectations contain core ideas related to photosynthesis and could be taught in relation to one another.

Articulation of disciplinary core ideas across grade levels

This box contains the names of disciplinary core ideas that either:

1) provide a foundation for student understanding of the core ideas in this performance expectation (usually at prior grade levels); or
2) build on the foundation provided by the core ideas in this performance expectations (usually at subsequent grade levels).

New Jersey Student Learning Standards Connections

This box contains the coding and names of prerequisite or connected NJSLS in mathematics and English language arts that align to the performance expectations. For example, performance expectations that require student use of exponential notation will align to the corresponding NJSLS mathematics standards. An effort has been made to ensure that the mathematical skills that students need for science were taught in a previous year where possible. Italicized performance expectation names indicate that the NJSLS standard is not prerequisite knowledge but could be connected to that performance expectation.

New Jersey Administrative Code Summary and Statutes

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)2).

21st century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Dissection Law

N.J.S.A. 18A:35-4.25 and **N.J.S.A. 18A:35-4.24** authorize parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards **(N.J.S.A.18A:35-4.36).**

A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

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2020 New Jersey Student Learning Standards: Science – K to 5

Kindergarten

K-PS2: Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

- **K-PS2-1** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
  [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
- **K-PS2-2** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
  [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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. ▪ With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1) **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	**PS2.A: Forces and Motion** ▪ Pushes and pulls can have different strengths and directions. (K-PS2-1), (K-PS2-2) ▪ Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1), (K-PS2-2) **PS2.B: Types of Interactions** ▪ When objects touch or collide, they push on one another and can change motion. (K-PS2-1) **PS3.C: Relationship Between Energy and Forces** ▪ A bigger push or pull makes things speed up or slow down more quickly. *(secondary to K-PS2-1)*	**Cause and Effect** ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1), (K-PS2-2) ***Connections to Nature of Science*** **Scientific Investigations Use a Variety of Methods** ▪ Scientists use different ways to study the world. (K-PS2-1)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
▪ Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2)	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. *(secondary to K.PS2-2)*	

Connections to other DCIs in Kindergarten:

- **K.ETS1.A** (K-PS2-2)
- **K.ETS1.B** (K-PS2-2)

Articulation of DCIs across grade levels:

- **2.ETS1.B** (K-PS2-2)
- **3.PS2.A** (K-PS2-1), (K-PS2-2)
- **3.PS2.B** (K-PS2-1)
- **4.PS3.A** (K-PS2-1)
- **4.ETS1.A** (K-PS2-2)

Connections to NJSLS – English Language Arts

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text. (K-PS2-2)
- **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)
- **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2)

Connections to NJSLS – Mathematics

- **MP.2** Reason abstractly and quantitatively. (K-PS2-1)
- **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS2-1)
- **K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference. (K-PS2-1)

K-PS3: Energy

Students who demonstrate understanding can:

- **K-PS3-1** Make observations to determine the effect of sunlight on Earth's surface.
  [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water]
  [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]
- **K-PS3-2** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
  [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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. ▪ Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) **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 tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)	**PS3.B: Conservation of Energy and Energy Transfer** ▪ Sunlight warms Earth's surface. (K-PS3-1), (K-PS3-2)	**Cause and Effect** ▪ Events have causes that generate observable patterns. (K-PS3-1), (K-PS3-2) ***Connections to Nature of Science*** **Scientific Investigations Use a Variety of Methods** ▪ Scientists use different ways to study the world. (K-PS3-1)

Connections to other DCIs in kindergarten:

- **K.ETS1.A** (K-PS3-2)
- **K.ETS1.B** (K-PS3-2)

Articulation of DCIs across grade levels:

- **1.PS4.B** (K-PS3-1), (K-PS3-2)
- **2.ETS1.B** (K-PS3-2)
- **3.ESS2.D** (K-PS3-1)
- **4.ETS1.A** (K-PS3-2)

Connections to NJSLS – English Language Arts

- **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1), (K-PS3-2)

Connections to NJSLS – Mathematics

- **K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference. (K-PS3-1), (K-PS3-2)

K-LS1: From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

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

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. ▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)	**LS1.C: Organization for Matter and Energy Flow in Organisms** ▪ All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)	**Patterns** ▪ Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** ▪ Scientists look for patterns and order when making observations about the world. (K-LS1-1)

Connections to other DCIs in Kindergarten:

N/A

Articulation of DCIs across grade levels:

- **1.LS1.A** (K-LS1-1)
- **2.LS2.A** (K-LS1-1)
- **3.LS2.C** (K-LS1-1)
- **3.LS4.B** (K-LS1-1)
- **5.LS1.C** (K-LS1-1)
- **5.LS2.A** (K-LS1-1)

Connections to NJSLS – English Language Arts

- **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS-1)

Connections to NJSLS – Mathematics

- **K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of/less of" the attribute, and describe the difference. (K-LS-1)

K-ESS2: Earth Systems

Students who demonstrate understanding can:

- **K-ESS2-1** Use and share observations of local weather conditions to describe patterns over time.
  [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.]
  [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]

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

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. ▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) **Engaging in Argument from Evidence** 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). ▪ Construct an argument with evidence to support a claim. (K-ESS2-2)	**ESS2.D: Weather and Climate** ▪ Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) **ESS2.E: Biogeology** ▪ Plants and animals can change their environment. (K-ESS2-2) **ESS3.C: Human Impacts on Earth Systems** ▪ Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. *(secondary to K-ESS2-2)*	**Patterns** ▪ Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1) **Systems and System Models** ▪ Systems in the natural and designed world have parts that work together. (K-ESS2-2) ***Connections to Nature of Science*** **Science Knowledge is Based on Empirical Evidence** ▪ Scientists look for patterns and order when making observations about the world. (K-ESS2-1)

Connections to other DCIs in Kindergarten:

N/A

Articulation of DCIs across grade levels:

- **2.ESS2.A** (K-ESS2-1)
- **3.ESS2.D** (K-ESS2-1)
- **4.ESS2.A** (K-ESS2-1)
- **4.ESS2.E** (K-ESS2-2)
- **5.ESS2.A** (K-ESS2-2)

Connections to NJSLS – English Language Arts

- **RL.K.1** With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). (K-ESS2-2)
- **W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)
- **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2)
- **W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-ESS2-1)

Connections to NJSLS – Mathematics

- **MP.2** Reason abstractly and quantitatively. (K-ESS2-1)
- **MP.4** Model with mathematics. (K-ESS2-1)
- **K.CC.A** Know number names and the count sequence. (K-ESS2-1)
- **K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)
- **K.MD.B.3** Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)

K-ESS3: Earth and Human Activity

Students who demonstrate understanding can:

- **K-ESS3-1** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
  [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight, so they often grow in meadows. Plants, animals, and their surroundings make up a system.]
- **K-ESS3-2** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
  [Clarification Statement: Emphasis is on local forms of severe weather.]
- **K-ESS3-3** Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
  [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested. ▪ Ask questions based on observations to find more information about the designed world. (K-ESS3-2) **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, storyboard) that represent concrete events or design solutions. ▪ Use a model to represent relationships in the natural world. (K-ESS3-1)	**ESS3.A: Natural Resources** ▪ Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1) **ESS3.B: Natural Hazards** ▪ Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) **ESS3.C: Human Impacts on Earth Systems** ▪ Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3)	**Cause and Effect** ▪ Events have causes that generate observable patterns. (K-ESS3-2), (K-ESS3-3) **Systems and System Models** ▪ Systems in the natural and designed world have parts that work together. (K-ESS3-1) ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** ▪ People encounter questions about the natural world every day. (K-ESS3-2) **Influence of Engineering, Technology, and Science on Society and the Natural World** ▪ People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2) ▪ Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ Asking questions, making observations, and gathering information are helpful in thinking about problems. *(secondary to K-ESS3-2)* **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 to K-ESS3-3)*	

Connections to other DCIs in Kindergarten:

- **K.ETS1.A** (K-ESS3-2), (K-ESS3-3)

Articulation of DCIs across grade levels:

- **1.LS1.A** (K-ESS3-1)
- **2.ESS1.C** (K-ESS3-2)
- **2.ETS1.B** (K-ESS3-3)
- **3.ESS3.B** (K-ESS3-2)
- **4.ESS3.A** (K-ESS3-3)
- **4.ESS3.B** (K-ESS3-2)
- **5.LS2.A** (K-ESS3-1)
- **5.ESS2.A** (K-ESS3-1)
- **5.ESS3.C** (K-ESS3-3)

Connections to NJSLS – English Language Arts

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)
- **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS3-3)
- **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2)
- **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1)

Mathematics –*Connections to NJSLS – Mathematics*

- **MP.2** Reason abstractly and quantitatively. (K-ESS3-1)
- **MP.4** Model with mathematics. (K-ESS3-1)
- **K.CC** Know number names and the count sequence. (K-ESS3-1)

K-2-ETS1: 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 (e.g., climate 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.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions. ▪ Ask questions based on observations to find more information about the natural and/or designed world(s). (K-2-ETS1-1) ▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) **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. (K-2-ETS1-2) **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) ▪ Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) ▪ Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1) **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, such as climate change, to other people. (K-2-ETS1-2) **ETS1.C: Optimizing the Design Solution** ▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)	**Structure and Function** ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
▪ Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)		

Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:

- **Kindergarten** (K-PS2-2), (K-ESS3-2)

Connections to K-2-ETS1.B: Developing Possible Solutions include:

- **Kindergarten** (K-ESS3-3)
- **First Grade** (1-PS4-4)
- **Second Grade** (2-LS2-2)

Connections to K-2-ETS1.C: Optimizing the Design Solution include:

- **Second Grade** (2-ESS2-1)

Articulation of DCIs across grade levels:

- **K-2-ETS1.A** (K-PS2-2), (K-ESS3-2)
- **K-2-ETS1.B** (K-ESS3-3), (1-PS4-4), (2-LS2-2), (K-ESS3-3)
- **K-2-ETS1.C** (2-ESS2-1)

Connections to NJSLS - English Language Arts

- **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. (K-2-ETS1-1)
- **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. (K-2-ETS1-1), (K-2-ETS1-3)
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1), (K-2-ETS1-3)
- **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. (K-2-ETS1-2)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (K-2-ETS1-1), (K-2-ETS1-3)
- **MP.4** Model with mathematics. (K-2-ETS1-1), (K-2-ETS1-3)
- **MP.5** Use appropriate tools strategically. (K-2-ETS1-1), (K-2-ETS1-3)
- **2.MD.D.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. (K-2-ETS1-1), (K-2-ETS1-3)

Grade 1

1-PS4: Waves and their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

- **1-PS4-1** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
  [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]
- **1-PS4-2** Make observations to construct an evidence-based account that objects can be seen only when illuminated.
  [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** Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
  [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). 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.] [Assessment Boundary: Assessment does not include the speed of light.]
- **1-PS4-4** Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
  [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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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 investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-1), (1-PS4-3)	**PS4.A: Wave Properties** ▪ Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1) **PS4.B: Electromagnetic Radiation** ▪ Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2) ▪ 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. (1-PS4-3)	**Cause and Effect** ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-1), (1-PS4-2), (1-PS4-3) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science, on Society and the Natural World** ▪ People depend on various technologies in their lives; human life would be very different without technology. (1-PS4-4)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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. (1-PS4-2) ▪ Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4)	**PS4.C: Information Technologies and Instrumentation** ▪ People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4)	***Connections to Nature of Science*** **Scientific Investigations Use a Variety of Methods** ▪ Science investigations begin with a question. (1-PS4-1) ▪ Scientists use different ways to study the world. (1-PS4-1)

Connections to other DCIs in first grade:

N/A

Articulation of DCIs across grade levels:

- **K.ETS1.A** (1-PS4-4)
- **2.PS1.A** (1-PS4-3)
- **2.ETS1.B** (1-PS4-4)
- **4.PS4.C** (1-PS4-4)
- **4.PS4.B** (1-PS4-2)
- **4.ETS1.A** (1-PS4-4)

Connections to NJSLS – English Language Arts

- **W.1.2** 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)
- **W.1.7** 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)
- **W.1.8** 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)
- **SL.1.1** 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)

Connections to NJSLS – Mathematics

- **MP.5** Use appropriate tools strategically. (1-PS4-4)
- **1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4)
- **1.MD.A.2** Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1-PS4-4)

1-LS1: From Molecules to Organisms: Structure 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.]
- **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 s) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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. (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)	**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. (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)	**Patterns** ▪ Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2) **Structure and Function** ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science 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) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** ▪ Scientists look for patterns and order when making observations about the world. (1-LS1-2)

Connections to other DCIs in first grade:

N/A

Articulation of DCIs across grade levels:

- **K.ETS1.A** (1-LS1-1)
- **3.LS2.D** (1-LS1-2)
- **4.LS1.A** (1-LS1-1)
- **4.LS1.D** (1-LS1-1)
- **4.ETS1.A** (1-LS1-1)

Connections to NJSLS – English Language Arts

- **RL.1.1** Ask and answer questions about key details in a text. (1-LS1-2)
- **RL.1.2** Identify the main topic and retell key details of a text. (1-LS1-2)
- **RL.1.10** With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. (1-LS1-2)
- **W.1.7** 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)

Connections to NJSLS – Mathematics

- **1.NBT.B.3** Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols >, =, and <. (1-LS1-2)
- **1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1-LS1-2)
- **1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1-LS1-2)
- **1.NBT.C.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1-LS1-2**)**

1-LS3: 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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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. (1-LS3-1	**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 parents. (1-LS3-1) **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. (1-LS3-1)	**Patterns** ▪ Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS3-1)

Connections to other DCIs in first grade:

N/A

Articulation of DCIs across grade levels:

- **3.LS3.A** (1-LS3-1)
- **3.LS3.B** (1-LS3-1)

Connections to NJSLS – English Language Arts

- **RI.1.1** Ask and answer questions about key details in a text. (1-LS3-1)
- **W.1.7** 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-LS3-1)
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)

Connections to NJSLS – Mathematics

- **MP.2** Reason abstractly and quantitatively. (1-LS3-1)
- **MP.5** Use appropriate tools strategically. (1-LS3-1)
- **1.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)

1-ESS1: Earth's Place in the Universe

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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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. ▪ Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2) **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. ▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1-ESS1-1)	**ESS1.A: The Universe and its Stars** ▪ Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) **ESS1.B: Earth and the Solar System** ▪ Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2)	**Patterns** ▪ Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1), (1-ESS1-2) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** ▪ Science assumes natural events happen today as they happened in the past. (1-ESS1-1) ▪ Many events are repeated. (1-ESS1-1)

Connections to other DCIs in first grade:

N/A

Articulation of DCIs across grade levels:

- **3.PS2.A** (1-ESS1-1)
- **5.PS2.B** (1-ESS1-1), (1-ESS1-2)
- **5.ESS1.B** (1-ESS1-1), (1-ESS1-2)

Connections to NJSLS – English Language Arts

- **W.1.7** 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)
- **W.1.8** 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)

Connections to NJSLS – Mathematics

- **MP.2** Reason abstractly and quantitatively. (1-ESS1-2)
- **MP.4** Model with mathematics. (1-ESS1-2)
- **MP.5** Use appropriate tools strategically. (1-ESS1-2)
- **1.OA.A.1** 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 to represent the problem. (1-ESS1-2)
- **1.MD.C.4** 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)

K-2-ETS1: 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 (e.g., climate 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.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions. ▪ Ask questions based on observations to find more information about the natural and/or designed world(s). (K-2-ETS1-1) ▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) **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. (K-2-ETS1-2) **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) ▪ Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) ▪ Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1) **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. (K-2-ETS1-2) **ETS1.C: Optimizing the Design Solution** ▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)	**Structure and Function** ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
▪ Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)		

Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:

- **Kindergarten** (K-PS2-2), (K-ESS3-2)

Connections to K-2-ETS1.B: Developing Possible Solutions include:

- **Kindergarten** (K-ESS3-3)
- **First Grade** (1-PS4-4)
  - ∇ **Second Grade** (2-LS2-2)
- **Second Grade** (2-ESS2-1)

Connections to K-2-ETS1.C: Optimizing the Design Solution include:

Articulation of DCIs across grade levels:

- **K-2-ETS1.A** (K-PS2-2), (K-ESS3-2)
- **K-2-ETS1.B** (K-ESS3-3), (1-PS4-4), (2-LS2-2), (K-ESS3-3)
- **K-2-ETS1.C** (2-ESS2-1)

Connections to NJSLS - English Language Arts

- **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. (K-2-ETS1-1)
- **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. (K-2-ETS1-1), (K-2-ETS1-3)
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1), (K-2-ETS1-3)
- **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. (K-2-ETS1-2)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (K-2-ETS1-1), (K-2-ETS1-3)
- **MP.4** Model with mathematics. (K-2-ETS1-1), (K-2-ETS1-3)
- **MP.5** Use appropriate tools strategically. (K-2-ETS1-1), (K-2-ETS1-3)
- **2.MD.D.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. (K-2-ETS1-1), (K-2-ETS1-3)

Grade 2

2-PS1: Matter and It's Interactions

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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. ▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1) **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.	**PS1.A: Structure and Properties of Matter** ▪ Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1) ▪ Different properties are suited to different purposes. (2-PS1-2), (2-PS1-3) ▪ A great variety of objects can be built up from a small set of pieces. (2-PS1-3) **PS1.B: Chemical Reactions** ▪ 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)	**Patterns** ▪ Patterns in the natural and human designed world can be observed. (2-PS1-1) **Cause and Effect** ▪ Events have causes that generate observable patterns. (2-PS1-4) ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2) **Energy and Matter** ▪ Objects may break into smaller pieces and be put together into larger pieces or change shapes. (2-PS1-3)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
▪ Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2) **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. (2-PS1-3) **Engaging in Argument from Evidence** 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). ▪ Construct an argument with evidence to support a claim. (2-PS1-4)		***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science 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. (2-PS1-2) ***Connections to Nature of Science*** **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** ▪ Scientists search for cause and effect relationships to explain natural events. (2-PS1-4)

Connections to other DCIs in second grade:

N/A

Articulation of DCIs across grade levels:

- **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)

Connections to NJSLS - English Language Arts

- **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-PS1-4)
- **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-PS1-4)
- **RI.2.8** Describe how reasons support specific points the author makes in a text. (2-PS1-2), (2-PS1-4)

- **W.2.1** 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)
- **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-PS1-1), (2-PS1-2), (2-PS1-3)
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)

Connections to NJSLS - 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.D.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)

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.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. ▪ Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. ▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1)	**LS2.A: Interdependent Relationships in Ecosystems** ▪ Plants depend on water and light to grow. (2-LS2-1) ▪ Plants depend on animals for pollination or to move their seeds around. (2-LS2-2) **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 to 2-LS2-2)*	**Cause and Effect** ▪ Events have causes that generate observable patterns. (2-LS2-1) **Structure and Function** ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)

Connections to other DCIs in second grade:

N/A

Articulation of DCIs across grade levels:

- **K.LS1.C** (2-LS2-1)
- **K-ESS3.A** (2-LS2-1)
- **K.ETS1.A** (2-LS2-2)
- **5.LS1.C** (2-LS2-1)
- **5.LS2.A** (2-LS2-2)

Connections to NJSLS - English Language Arts

- **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-LS2-1)
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1)
- **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-LS2-2)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (2-LS2-1**)**
- **MP.4** Model with mathematics. (2-LS2-1), (2-LS2-2)
- **MP.5** Use appropriate tools strategically. (2-LS2-1**)**
- **2.MD.D.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-LS2-2)

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

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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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. ▪ Make observations (firsthand or from media) to collect data that can be used to make comparisons. (2-LS4-1)	**LS4.D: Biodiversity and Humans** ▪ 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)	**N/A** ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** ▪ Scientists look for patterns and order when making observations about the world. (2-LS4-1)

Connections to other DCIs in second grade:

N/A

Articulation of DCIs across grade levels:

- **3.LS4.C** (2-LS4-1)
- **3.LS4.D** (2-LS4-1)
- **5.LS2.A** (2-LS4-1)

Connections to NJSLS - English Language Arts

- **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-LS4-1)
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (2-LS4-1)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (2-LS4-1)
- **MP.4** Model with mathematics. (2-LS4-1)
- **2.MD.D.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-LS4-1)

2-ESS1: Earth's Place in the Universe

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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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 from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1)	**ESS1.C: The History of Planet Earth** ▪ Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1)	**Stability and Change** ▪ Things may change slowly or rapidly. (2-ESS1-1)

Connections to other DCIs in second grade:

N/A

Articulation of DCIs across grade levels:

- **3.LS2.C** (2-ESS1-1)
- **4.ESS1.C** (2-ESS1-1)
- **4.ESS2.A** (2-ESS1-1)

Connections to NJSLS - English Language Arts

- **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)
- **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)
- **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)

- **SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (2-ESS1-1)
- **MP.4** Model with mathematics. (2-ESS1-1)
- **2.NBT.A** Understand place value. (2-ESS1-1)

2-ESS2: Earth's Systems

Students who demonstrate understanding can:

- **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.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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 model to represent patterns in the natural world. (2-ESS2-2) **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. ▪ Compare multiple solutions to a problem. (2-ESS2-1) **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.	**ESS2.A: Earth Materials and Systems** ▪ Wind and water can change the shape of the land. (2-ESS2-1) **ESS2.B: Plate Tectonics and Large-Scale System Interactions** ▪ Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2) **ESS2.C: The Roles of Water in Earth's Surface Processes** ▪ Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3) **ETS1.C: Optimizing the Design Solution** ▪ 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)*	**Patterns** ▪ Patterns in the natural world can be observed. (2-ESS2-2), (2-ESS2-3) **Stability and Change** ▪ Things may change slowly or rapidly. (2-ESS2-1) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science on Society and the Natural World** ▪ Developing and using technology has impacts on the natural world. (2-ESS2-1) ***Connections to Nature of Science*** **Science Addresses Questions About the Natural and Material World** ▪ Scientists study the natural and material world. (2-ESS2-1)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
▪ 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)		

Connections to other DCIs in second grade:

- **2.PS1.A** (2-ESS2-3)

Articulation of DCIs across grade levels:

- **K.ETS1.A** (2-ESS2-1)
- **4.ESS2.A** (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)

Connections to NJSLS - English Language Arts

- **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-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-ESS2-3)
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (2-ESS2-3)
- **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)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (2-ESS2-1), (2-ESS2-2)
- **MP.4** Model with mathematics. (2-ESS2-1), (2-ESS2-2)
- **MP.5** Use appropriate tools strategically. (2-ESS2-1)
- **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)
- **2.MD.B.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)

K-2-ETS1: 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 (e.g., climate 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.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions. ▪ Ask questions based on observations to find more information about the natural and/or designed world(s). (K-2-ETS1-1) ▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) **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. (K-2-ETS1-2) **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. ▪ Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) ▪ Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) ▪ Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1) **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. (K-2-ETS1-2) **ETS1.C: Optimizing the Design Solution** ▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)	**Structure and Function** ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)

Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:

- **Kindergarten** (K-PS2-2), (K-ESS3-2)

Connections to K-2-ETS1.B: Developing Possible Solutions include:

- **Kindergarten** (K-ESS3-3)
- **First Grade** (1-PS4-4)
- **Second Grade** (2-LS2-2)

Connections to K-2-ETS1.C: Optimizing the Design Solution include:

- **Second Grade** (2-ESS2-1)

Articulation of DCIs across grade levels:

- **K-2-ETS1.A** (K-PS2-2), (K-ESS3-2)
- **K-2-ETS1.B** (K-ESS3-3), (1-PS4-4), (2-LS2-2), (K-ESS3-3)
- **K-2-ETS1.C** (2-ESS2-1)

Connections to NJSLS - English Language Arts

- **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. (K-2-ETS1-1)
- **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. (K-2-ETS1-1), (K-2-ETS1-3)
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1), (K-2-ETS1-3)
- **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. (K-2-ETS1-2)

Connections to NJSLS - Mathematics

- **MP.5** Use appropriate tools strategically. (1-PS4-4)
- **MP.2** Reason abstractly and quantitatively. (K-2-ETS1-1), (K-2-ETS1-3)
- **MP.4** Model with mathematics. (K-2-ETS1-1), (K-2-ETS1-3)
- **MP.5** Use appropriate tools strategically. (K-2-ETS1-1), (K-2-ETS1-3)
- **2.MD.D.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. (K-2-ETS1-1), (K-2-ETS1-3)

3-PS2: Motion and Stability: 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. Qualitative and conceptual, but not quantitative addition of forces, are used at this level. [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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. ▪ Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3)	**PS2.A: Forces and Motion** ▪ 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	**Patterns** ▪ Patterns of change can be used to make predictions. (3-PS2-2) **Cause and Effect** ▪ Cause and effect relationships are routinely identified. (3-PS2-1) ▪ Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4) **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. ▪ 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) ▪ Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (3-PS2-2)	quantitative addition of forces, are used at this level.) (3-PS2-1) ▪ 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) **PS2.B: Types of Interactions** ▪ Objects in contact exert forces on each other. (3-PS2-1) ▪ Electric and magnetic forces between a 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 Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** ▪ 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) ***Connections to Nature of Science*** **Science Knowledge is Based on Empirical Evidence** ▪ Science findings are based on recognizing patterns. (3-PS2-2) **Scientific Investigations Use a Variety of Methods** ▪ Science investigations use a variety of methods, tools, and techniques. (3-PS2-1)

Connections to other DCIs in third grade:

N/A

Articulation of DCIs across grade levels:

- **K-2-ETS1.A** (K-PS2-2), (K-ESS3-2)
- **K.PS2.A** (3-PS2-1)
- **K.PS2.B** (3-PS2-1)
- **K.PS3.C** (3-PS2-1)
- **K.ETS1.A** (3-PS2-4)
- **1.ESS1.A** (3-PS2-2)
- **4.PS4.A** (3-PS2-2)
- **4.ETS1.A** (3-PS2-4)
- **5.PS2.B** (3-PS2-1)
- **MS.PS2.A** (3-PS2-1), (3-PS2-2)
- **MS.PS2.B** (3-PS2-3), (3-PS2-4)
- **MS.ESS1.B** (3-PS2-1), (3-PS2-2)
- **MS.ESS2.C** (3-PS2-1)

Connections to NJSLS - English Language Arts

- **RI.3.1** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1), (3-PS2-3)
- **RI.3.3** 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)
- **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. (3-PS2-3)
- **W.3.7** Conduct short research projects that build knowledge about a topic. (3-PS2-1), (3-PS2-2)
- **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-PS2-1), (3-PS2-2)
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (3-PS2-1)
- **MP.5** Use appropriate tools strategically. (3-PS2-1)
- **3.MD.A.2** 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)

3-LS1: From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- **3-LS1-1** Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
  [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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. ▪ Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3) ▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4) **Developing and Using Models** 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. ▪ Develop models to describe phenomena. (3-LS1-1)	**LS1.B: Growth and Development of Organisms** ▪ Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)	**Patterns** ▪ Patterns of change can be used to make predictions. (3-LS1-1) ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science findings are based on recognizing patterns. (3-LS1-1)

Connections to other DCIs in third grade:

N/A

Articulation of DCIs across grade levels:

- **MS.LS1.B** (3-LS1-1)

Connections to NJSLS - English Language Arts

- **RI.3.7** 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)
- **SL.3.5** 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)

Connections to NJSLS - Mathematics

- **MP.4** Model with mathematics. (3-LS1-1)
- **3.NBT** Number and Operations in Base Ten (3-LS1-1)
- **3.NF** Number and Operations—Fractions (3-LS1-1)

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

Students who demonstrate understanding can:

- **3-LS2-1** Construct an argument that some animals form groups that help members survive.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence 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). ▪ Construct an argument with evidence, data, and/or a model. (3-LS2-1)	**LS2.D: Social Interactions and Group Behavior** ▪ 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 (3-LS2-1)	**Cause and Effect** ▪ Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1)

Connections to other DCIs in third grade:

N/A

Articulation of DCIs across grade levels:

- **1.LS1.B** (3-LS2-1)
- **MS.LS2.A** (3-LS2-1)

Connections to NJSLS - English Language Arts

- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1)
- **RI.3.3** 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)
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1)

Connections to NJSLS - Mathematics

- **MP.4** Model with mathematics. (3-LS2-1)
- **3.NBT** Number and Operations in Base Ten (3-LS2-1)

3-LS3: Heredity: Inheritance and Variation of Traits

Students who demonstrate understanding can:

- **3-LS3-1** 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.
  [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** Use evidence to support the explanation that traits can be influenced by the environment.
  [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.].

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data 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. Clarification: When possible and feasible, digital tools should be used. ▪ Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1) **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. ▪ Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2)	**LS3.A: Inheritance of Traits** ▪ Many characteristics of organisms are inherited from their parents. (3-LS3-1) ▪ 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) **LS3.B: Variation of Traits** ▪ Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) ▪ The environment also affects the traits that an organism develops. (3-LS3-2)	**Patterns** ▪ Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1) **Cause and Effect** ▪ Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2)

Connections to other DCIs in third grade:

N/A

Articulation of DCIs across grade levels:

- **1.LS3.A** (3-LS3-1)
- **1.LS3.B** (3-LS3-1)
- **MS.LS1.B** (3-LS3-2)
- **MS.LS3.A** (3-LS3-1)
- **MS.LS3.B** (3-LS3-1)

Connections to NJSLS - English Language Arts

- **RI.3.2** 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)
- **RI.3.3** 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)
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1), (3-LS3-2)
- **SL.3.4** 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. (3-LS3-1), (3-LS3-2)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (3-LS3-1), (3-LS3-2)
- **MP.4** Model with mathematics. (3-LS3-1), (3-LS3-2)
- **3.MD.B.4** 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)

3-LS4: Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

- **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-LS4-2** 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.
  [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.]

- **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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data 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. ▪ Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to	**LS2.C: Ecosystem Dynamics, Functioning, and Resilience** ▪ When the environment changes in ways that affect a place's physical characteristics, 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)* **LS4.A: Evidence of Common Ancestry and Diversity** ▪ Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (3-LS4-1)	**Cause and Effect** ▪ Cause and effect relationships are routinely identified and used to explain change. (3-LS4-2), (3-LS4-3) **Scale, Proportion, and Quantity** ▪ Observable phenomena exist from very short to very long time periods. (3-LS4-1) **Systems and System Models** ▪ A system can be described in terms of its components and their interactions. (3-LS4-4)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. ▪ Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2) **Engaging in Argument from Evidence** 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). ▪ Construct an argument with evidence. (3-LS4-3) ▪ 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)	▪ Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1) **LS4.B: Natural Selection** ▪ Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2) **LS4.C: Adaptation** ▪ For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3) **LS4.D: Biodiversity and Humans** ▪ Populations live in a variety of habitats and change in those habitats affects the organisms living there. (3-LS4-4)	***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** ▪ Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-4) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** ▪ Science assumes consistent patterns in natural systems. (3-LS4-1)

Connections to other DCIs in third grade:

- **3.ESS2.D** (3-LS4-3)
- **3.ESS3.B** (3-LS4-4)

Articulation of DCIs across grade levels:

- **K.ESS3.A** (3-LS4-3), (3-LS4-4)
- **K.ETS1.A** (3-LS4-4)
- **1.LS3.A** (3-LS4-2)
- **2.LS2.A** (3-LS4-3), (3-LS4-4)
- **2.LS4.D** (3-LS4-3), (3-LS4-4)
- **4.ESS1.C** (3-LS4-1)
- **4.ESS3.B** (3-LS4-4)
- **4.ETS1.A** (3-LS4-4)
- **MS.LS2.A** (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)
- **MS.LS2.C** (3-LS4-4)
- **MS.LS3.B** (3-LS4-2)
- **MS.LS4.A** (3-LS4-1)
- **MS.LS4.B** (3-LS4-2), (3-LS4-3)
- **MS.LS4.C** (3-LS4-3), (3-LS4-4)
- **MS.ESS1.C** (3-LS4-1), (3-LS4-3), (3-LS4-4)
- **MS.ESS2.B** (3-LS4-1)
- **MS.ESS3.C** (3-LS4-4)

Connections to NJSLS - English Language Arts

- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)
- **RI.3.3** 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-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-1), (3-LS4-3), (3-LS4-4)
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)
- **W.3.8** 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)
- **SL.3.4** 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. (3-LS4-2), (3-LS4-3), (3-LS4-4)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)
- **MP.4** Model with mathematics. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)
- **MP.5** Use appropriate tools strategically. (3-LS4-1)
- **3.MD.B.3** 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), (3-LS4-3)
- **3.MD.B.4** 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)

3-ESS2: Earth's Systems

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 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.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data 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. ▪ Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1) **Obtaining, Evaluating, and Communicating Information** 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. ▪ Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2)	**ESS2.D: Weather and Climate** ▪ 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) ▪ Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)	**Patterns** ▪ Patterns of change can be used to make predictions. (3-ESS2-1), (3-ESS2-2)

Connections to other DCIs in third grade:

N/A

Articulation of DCIs across grade levels:

- **K.ESS2.D** (3-ESS2-1)
- **4.ESS2.A** (3-ESS2-1)
- **5.ESS2.A** (3-ESS2-1)
- **MS.ESS2.C** (3-ESS2-1), (3-ESS2-2)
- **MS.ESS2.D** (3-ESS2-1), (3-ESS2-2)

Connections to NJSLS - English Language Arts

- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1)
- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS2-2)
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic. (3-ESS2-2)
- **W.3.8** 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)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (3-LS3-1), (3-LS3-2)
- **MP.2** Reason abstractly and quantitatively. (3-ESS2-1), (3-ESS2-2)
- **MP.4** Model with mathematics. (3-ESS2-1), (3-ESS2-2)
- **MP.5** Use appropriate tools strategically. (3-ESS2-1)
- **3.MD.A.2** 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)
- **3.MD.B.3** 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)

3-ESS3: Earth and Human Activity

Students who demonstrate understanding can:

- **3-ESS3-1** Make a claim about the merit of a design solution that reduces the impacts of climate change and/or 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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence 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). ▪ 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)	**ESS3.B: Natural Hazards** ▪ A variety of natural hazards result from 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.)*	**Cause and Effect** ▪ Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science on Society and the Natural World** ▪ 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) ***Connections to Nature of Science*** **Science is a Human Endeavor** ▪ Science affects everyday life. (3-ESS3-1)

Connections to other DCIs in third grade:

N/A

Articulation of DCIs across grade levels:

- **K.ESS3.B** (3-ESS3-1)
- **K.ETS1.A** (3-ESS3-1)
- **4.ESS3.B** (3-ESS3-1)
- **4.ETS1.A** (3-ESS3-1)
- **MS.ESS3.B** (3-ESS3-1)

Connections to NJSLS - English Language Arts

- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS3-1)
- **W.3.7** Conduct short research projects that build knowledge about a topic. (3-ESS3-1)

Connections to NJSLS - Mathematics

- **MP.2** Reason abstractly and quantitatively. (3-ESS3-1)
- **MP.4** Model with mathematics. (3-ESS3-1)

3-5-ETS1: 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.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships. ▪ 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) **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. ▪ 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	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ 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) **ETS1.B: Developing Possible Solutions** ▪ Research on a problem, such as climate change, should be 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)	**Influence of Engineering, Technology, and Science on Society and the Natural World** ▪ People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1) ▪ Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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)	**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: Developing Possible Solutions include:

- **Fourth Grade** (4-ESS3-2)

Connections to K-2-ETS1.C: Optimizing the Design Solution include:

- **Fourth Grade** (4-PS4-3)

Articulation of DCIs across grade levels:

- **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)

Connections to NJSLS - English Language Arts

- **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** 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)

Connections to NJSLS - 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)
- **3-5.OA** Operations and Algebraic Thinking (3-5-ETS1-1), (3-5-ETS1-2)

4-PS3: Energy

Students who demonstrate understanding can:

- **4-PS3-1** Use evidence to construct an explanation relating the speed of an object to the energy of that object. [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.]
- **4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]
- **4-PS3-3** Ask questions and predict outcomes about the changes in energy that occur when objects collide. [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.]
- **4-PS3-4** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. [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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships. ▪ Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. (4-PS3-3) **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.	**PS3.A: Definitions of Energy** ▪ The faster a given object is moving, the more energy it possesses. (4-PS3-1) ▪ Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2), (4-PS3-3) **PS3.B: Conservation of Energy and Energy Transfer** ▪ 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)	**Energy and Matter** ▪ Energy can be transferred in various ways and between objects. (4-PS3-1), (4-PS3-2), (4-PS3-3), (4-PS3-4) ***Connections to Engineering, Technology, and Applications of Science*** **Influence of Science, Engineering and Technology on Society and the Natural World** ▪ Engineers improve existing technologies or develop new ones. (4-PS3-4) ***Connections to Nature of Science*** **Science is a Human Endeavor** ▪ Most scientists and engineers work in teams. (4-PS3-4) ▪ Science affects everyday life. (4-PS3-4)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
▪ 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) **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. ▪ Use evidence (e.g., measurements, observations, patterns) to construct an explanation. (4-PS3-1) ▪ Apply scientific ideas to solve design problems. (4-PS3-4)	▪ Light also transfers energy from place to place. (4-PS3-2) ▪ 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) **PS3.C: Relationship Between Energy and Forces** ▪ When objects collide, the contact forces transfer energy so as to change the objects' motions. (4-PS3-3) **PS3.D: Energy in Chemical Processes and Everyday Life** ▪ The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. (4-PS3-4) **ETS1.A: Defining and Delimiting Engineering Problems** ▪ 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)*	

Connections to other DCIs in fourth grade:

N/A

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)
- **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.PS4.B** (4-PS3-**2)**
- **MS.ETS1.B** (4-PS3-4)
- **MS.ETS1.C** (4-PS3-4)

Connections to NJSLS - English Language Arts

- **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** 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)
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. (4-PS3-1), (4-PS3-2), (4-PS3-3), (4-PS3-4)
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-PS3-1)

Connections to NJSLS - Mathematics

- **4.OA.A.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 strategies including rounding. (4-PS3-4)

4- PS4: Waves and their Applications in Technologies for Information Transfer

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-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
  [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]
- **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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models 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. ▪ Develop a model using an analogy, example, or abstract representation to describe a scientific principle. (4-PS4-1) ▪ Develop a model to describe phenomena. (4-PS4-2) **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 solution. (4-PS4-3)	**PS4.A: Wave Properties** ▪ 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) ▪ Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1) **PS4.B: Electromagnetic Radiation** ▪ An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2) **PS4.C: Information Technologies and Instrumentation** ▪ Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can	**Patterns** ▪ Similarities and differences in patterns can be used to sort and classify natural phenomena. (4-PS4-1) ▪ Similarities and differences in patterns can be used to sort and classify designed products. (4-PS4-3) **Cause and Effect** ▪ Cause and effect relationships are routinely identified. (4-PS4-2) ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** ▪ Knowledge of relevant scientific concepts and research findings is important in engineering. (4-PS4-3)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
	receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3) **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. (secondary to 4-PS4-3)	***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** ▪ Science findings are based on recognizing patterns. (4-PS4-1)

Connections to other DCIs in fourth grade:

- **4.PS3.A** (4-PS4-1)
- **4.PS3.B** (4-PS4-1)
- **4.ETS1.A** (4-PS4-3)

Articulation of DCIs across grade levels:

- **K.ETS1.A** (4-PS4-3)
- **1.PS4.B** (4-PS4-2)
- **1.PS4.C** (4-PS4-3)
- **2.ETS1.B** (4-PS4-3)
- **2.ETS1.C** (4-PS4-3)
- **3.PS2.A** (4-PS4-3)
- **MS.PS4.A** (4-PS4-1)
- **MS.PS4.B** (4-PS4-2)
- **MS.PS4.C** (4-PS4-3)
- **MS.LS1.D** (4-PS4-2)
- **MS.ETS1.B** (4-PS4-3)

Connections to NJSLS - English Language Arts

- **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-PS4-3)
- **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-PS4-3)
- **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-PS4-1), (4-PS4-2)

Connections to NJSLS - Mathematics

- **MP.4** Model with mathematics. (4-PS4-1), (4-PS4-2)
- **4.G.A.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), (4-PS4-2)

4-LS1: From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- **4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
  [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]
- **4-LS1-2** 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.
  [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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models 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 a model to test interactions concerning the functioning of a natural system. (4-LS1-2) **Engaging in Argument from Evidence** 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). ▪ Construct an argument with evidence, data, and/or a model. (4-LS1-1)	**LS1.A: Structure and Function** ▪ Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) **LS1.D: Information Processing** ▪ 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)	**Systems and System Models** ▪ A system can be described in terms of its components and their interactions. (4-LS1-1), (4-LS1-2)

Connections to other DCIs in fourth grade:

N/A

Articulation of DCIs across grade levels:

- **1.LS1.A** (4-LS1-1)
- **1.LS1.D** (4-LS1-2)
- **3.LS3.B** (4-LS1-1)
- **MS.LS1.A** (4-LS1-1), (4-LS1-2)
- **MS.LS1.D** (4-LS1-2)

Connections to NJSLS – English Language Arts

- **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4-LS1-1)
- **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-LS1-2)

Connections to NJSLS – Mathematics

- **4.G.A.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (4-LS1-1)

4-ESS1: Earth's Place in the Universe

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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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. ▪ Identify the evidence that supports particular points in an explanation. (4-ESS1-1)	**ESS1.C: The History of Planet Earth** ▪ Local, regional, and global patterns of rock formations reveal changes over time due 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)	**Patterns** ▪ Patterns can be used as evidence to support an explanation. (4-ESS1-1) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** ▪ Science assumes consistent patterns in natural systems. (4-ESS1-1)

Connections to other DCIs in fourth grade:

N/A

Articulation of DCIs across grade levels:

- **2.ESS1.C** (4-ESS1-1)
- **3.LS4.A** (4-ESS1-1)
- **MS.LS4.A** (4-ESS1-1)
- **MS.ESS1.C** (4-ESS1-1)
- **MS.ESS2.A** (4-ESS1-1)
- **MS.ESS2.B** (4-ESS1-1)

Connections to NJSLS – English Language Arts

- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS1-1)
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. (4-ESS1-1)
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-ESS1-1)

Connections to NJSLS – Mathematics

- **MP.2** Reason abstractly and quantitatively. (4-ESS1-1)
- **MP.4** Model with mathematics. (4-ESS1-1)
- **4.MD.A.1** 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: Earth's Systems

Students who demonstrate understanding can:

- **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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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. ▪ Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (4-ESS2-1) **Analyzing and Interpreting Data** 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. ▪ Analyze and interpret data to make sense of phenomena using logical reasoning. (4-ESS2-2)	**ESS2.A: Earth Materials and Systems** ▪ 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) **ESS2.B: Plate Tectonics and Large-Scale System Interactions** ▪ 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) **ESS2.E: Biogeology** ▪ Living things affect the physical characteristics of their regions. (4-ESS2-1)	**Patterns** ▪ Patterns can be used as evidence to support an explanation. (4-ESS2-2) **Cause and Effect** ▪ Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS2-1)

Connections to other DCIs in fourth grade:

N/A

Articulation of DCIs across grade levels:

- **2.ESS1.C** (4-ESS2-1)
- **2.ESS2.A** (4-ESS2-1)
- **2.ESS2.B** (4-ESS2-2)
- **2.ESS2.C** (4-ESS2-2)
- **5.ESS2.A** (4-ESS2-1)
- **5.ESS2.C** (4-ESS2-2)
- **MS.ESS1.C** (4-ESS2-2)
- **MS.ESS2.A** (4-ESS2-2)
- **MS.ESS2.B** (4-ESS2-2)

Connections to NJSLS – English Language Arts

- **RI.4.7** 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)
- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS2-1)
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS2-1)

Mathematics –*Connections to NJSLS – Mathematics*

- **MP.2** Reason abstractly and quantitatively. (4-ESS2-1)
- **MP.4** Model with mathematics. (4-ESS2-1)
- **MP.5** Use appropriate tools strategically. (4-ESS2-1)
- **4.MD.A.1** 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-ESS2-1)
- **4.MD.A.2** 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)

4-ESS3: Earth and Human Activity

Students who demonstrate understanding can:

- **4-ESS3-1** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
  [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.]
- **4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have 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.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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 solution. (4-ESS3-2) **Obtaining, Evaluating, and Communicating Information** 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. ▪ Obtain and combine information from books and other reliable media to explain phenomena. (4-ESS3-1)	**ESS3.A: Natural Resources** ▪ 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) **ESS3.B: Natural Hazards** ▪ A variety of hazards result from natural 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.)* **ETS1.B: Developing Possible Solutions** ▪ Testing a solution involves investigating how well it performs under a range of likely conditions. *(secondary to 4-ESS3-2)*	**Cause and Effect** ▪ Cause and effect relationships are routinely identified and used to explain change. (4-ESS3-1) ▪ Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS3-2) **Connections to Engineering, Technology, and Applications of Science** **Interdependence of Science, Engineering, and Technology** ▪ Knowledge of relevant scientific concepts and research findings is important in engineering. (4-ESS3-1) **Influence of Science, Engineering and Technology on Society and the Natural World** ▪ Over time, people's needs and wants change, as do their demands for new and improved technologies. (4-ESS3-1) ▪ Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (4-ESS3-2)

Connections to other DCIs in fourth grade:

- **4.ETS1.C** (4-ESS3-2)

Articulation of DCIs across grade levels:

- **K.ETS1.A** (4-ESS3-2)
- **2.ETS1.B** (4-ESS3-2)
- **2.ETS1.C** (4-ESS3-2)
- **5.ESS3.C** (4-ESS3-1)
- **MS.PS3.D** (4-ESS3-1)
- **MS.ESS2.A** (4-ESS3-1), (4-ESS3-2)
- **MS.ESS3.A** (4-ESS3-1)
- **MS.ESS3.B** (4-ESS3-2)
- **MS.ESS3.C** (4-ESS3-1)
- **MS.ESS3.D** (4-ESS3-1)
- **MS.ETS1.B** (4-ESS3-2)

Connections to NJSLS – English Language Arts

- **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-ESS3-2)
- **RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-ESS3-2)
- **W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS3-1)
- **W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS3-1)
- **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-ESS3-1)

Connections to NJSLS – Mathematics

- **MP.2** Reason abstractly and quantitatively. (4-ESS3-1), (4-ESS3-2)
- **MP.4** Model with mathematics. (4-ESS3-1), (4-ESS3-2)
- **4.OA.A.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-ESS3-2)

3-5-ETS1: 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.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships. ▪ 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) **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. ▪ 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	**ETS1.A: Defining and Delimiting Engineering Problems** ▪ 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) **ETS1.B: Developing Possible Solutions** ▪ Research on a problem, such as climate change, should be 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)	***Connections to Engineering, Technology, and Applications of Science*** **Influence of Engineering, Technology, and Science on Society and the Natural World** ▪ People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1) ▪ Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2)

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
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)	**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 other DCIs in fourth grade:

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

- **Fourth Grade** (4-PS3-4)

Connections to 3-5-ETS1.B: Developing Possible Solutions include:

- **Fourth Grade** (4-ESS3-2)

Connections to K-2-ETS1.C: Optimizing the Design Solution include:

- **Fourth Grade** (4-PS4-3)

Articulation of DCIs across grade levels:

- **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)

Connections to NJSLS - English Language Arts

- **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.5.1** 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** 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)