

2-LS4 Biological Evolution: Unity and Diversity		
<p>Students who demonstrate understanding can:</p> <p><b>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.</b> [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.]</p>		
<p>The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>:</p>		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Planning and Carrying Out Investigations</b>            Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>▪ Make observations (firsthand or from media) to collect data that can be used to make comparisons. (2-LS4-1)</li> </ul> <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"> <li>▪ Scientists look for patterns and order when making observations about the world. (2-LS4-1)</li> </ul>	<p><b>LS4.D: Biodiversity and Humans</b></p> <ul style="list-style-type: none"> <li>▪ There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)</li> </ul>	<p>N/A</p>
<p><i>Connections to other DCIs in second grade: N/A</i></p> <p><i>Articulation of DCIs across grade-levels: 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS2.A (2-LS4-1)</i></p>		
<p><i>ELA/Literacy –</i></p> <p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS4-1)</p> <p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question. (2-LS4-1)</p> <p><i>Mathematics –</i></p> <p><b>MP.2</b> Reason abstractly and quantitatively. (2-LS4-1)</p> <p><b>MP.4</b> Model with mathematics. (2-LS4-1)</p> <p><b>2.MD.D.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS4-1)</p>		

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled "Disciplinary Core Ideas" is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.