**Exploring a Performance Expectation K-2**

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| Performance Expectation  *\*****Use corresponding colored highlighters to indicate the three dimensions found in each of these standards.*** | **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.]  **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.]  **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.] | |
| DCI(s) for this PE |  | |
| S&E  Practice(s) for this PE |  | |
| Crosscutting Concept(s) for this PE |  | |
| Connection to other DCI(s) in this Grade Band? |  | |
| Articulation of DCI(s) across Grade Band(s)? |  | |
| CCSS Literacy Connections? |  | |
| CCSS Math Connections? |  | |
| **Identify a Performance Expectation that has a connection to each of the following:**  (These might not be the same PE as previously used.) | | |
| Connection to Nature of Science as an “S&E Practice” | |  |
| Connection to Nature of Science as a “Crosscutting Concept” | |  |
| Connection to Engineering, Technology, and Application of Science? | |  |
| Connection to Influence of Science, Engineering & Technology on the Natural World? | |  |

Please record your thoughts regarding your current instructional practices and how you see your practices changing as we begin implementing the NGSS.