First Grade

The performance expectations in first grade help students formulate answers to questions such as: “What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?” First grade performance expectations include PS4, LS1, LS3, and ESS1 Disciplinary Core Ideas from the NRC Framework. Students are expected to develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light. Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents. Students are able to observe, describe, and predict some patterns of the movement of objects in the sky. The crosscutting concepts of patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.
## 1.Waves: Light and Sound

### Science and Engineering Practices

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)

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)

### Disciplinary Core Ideas

<table>
<thead>
<tr>
<th>PS4.A: Wave Properties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)</td>
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</table>

<table>
<thead>
<tr>
<th>PS4.B: Electromagnetic Radiation</th>
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</thead>
<tbody>
<tr>
<td>Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2)</td>
</tr>
<tr>
<td>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. (Boundary: 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.) (1-PS4-3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PS4.C: Information Technologies and Instrumentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4)</td>
</tr>
</tbody>
</table>

### Connections to Nature of Science

### Crosscutting Concepts

**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)

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### 1. Structure, Function, and Information Processing

**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, creeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]

**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.]**

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### Science and Engineering Practices

**Constructing Explanations and Designing Solutions**

- Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.
  - Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-LS1-1)
  - 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**

- Obtain, 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)

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### Disciplinary Core Ideas

**LS1.A: Structure and Function**

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

**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)

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### Crosscutting Concepts

**Patterns**

- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2), (1-LS3-1)

**Structure and Function**

- The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1)

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### 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)

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### Articulation of DCIs across grade-levels:


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### Common Core State Standards Connections:

**ELA/Literacy –**

- **RI.1.1** Ask and answer questions about key details in a text. (1-LS1-2), (1-LS1-1)
- **RI.1.2** Identify the main topic and retell key details of a text. (1-LS1-2)
- **RI.1.10** With prompting and support, read informational texts appropriately complex for grade. (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), (1-LS1-1)
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS1-1)

**Mathematics –**

- **MP.2** Reason abstractly and quantitatively. (1-LS1-1)
- **MP.5** Use appropriate tools strategically. (1-LS1-1)
- **1.NBT.B.3** Compare two-digit numbers based on the meanings of the tens and ones 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. 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-LS1-1)
- **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.MD.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS1-1)

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1. Space Systems: Patterns and Cycles

Students who demonstrate understanding can:

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. 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.]

The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education.

### Disciplinary Core Ideas

**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)

### Crosscutting Concepts

**Patterns**
- Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1), (1-ESS1-2)

**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)

### 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)

### Common Core State Standards Connections:

#### ELA/Literacy –

**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)

### 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)

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## K-2. 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 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

<table>
<thead>
<tr>
<th>Asking Questions and Defining Problems</th>
<th>Disciplinary Core Ideas</th>
<th>Crosscutting Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking questions and defining problems in K-2 builds on prior experiences and progresses to simple descriptive questions.</td>
<td>ETS1.A: Defining and Delimiting Engineering Problems</td>
<td></td>
</tr>
<tr>
<td>• Ask questions based on observations to find more information about the natural and/or designed world. (K-2-ETS1-1)</td>
<td>• A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1)</td>
<td></td>
</tr>
<tr>
<td>• Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1)</td>
<td>• Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)</td>
<td></td>
</tr>
<tr>
<td>Developing and Using Models</td>
<td>ETS1.B: Developing Possible Solutions</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>• 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)</td>
<td></td>
</tr>
<tr>
<td>• Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2)</td>
<td>ETS1.C: Optimizing the Design Solution</td>
<td></td>
</tr>
<tr>
<td>Analyzing and Interpreting Data</td>
<td>• Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)</td>
<td></td>
</tr>
<tr>
<td>Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</td>
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</tr>
<tr>
<td>• Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)</td>
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</tbody>
</table>

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 to Problems 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


### Common Core State Standards Connections

**ELA/Literacy –**

- **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)

**Mathematics –**

- **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)

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