LAUSD Elementary Progress Report Connections to Science Standards
CONTENT AND CONCEPTS

The **Content and Concepts** section on the new progress report for science is where you grade science content strands

Science	1st	2nd	3rd	Content and Concepts			
Earth							
Life				Conducts Investigations			
Physical							
Engineering				Constructs Relevant Questions			

Where is your school on the transition to NGSS?

If you are still teaching the CA 1998 science standards, use them to determine a grade in the **Content and Concepts** report card category

Kindergarten

Physical Sciences

1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
   a. *Students know* objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
   b. *Students know* water can be a liquid or a solid and can be made to change back and forth from one form to the other.
   c. *Students know* water left in an open container evaporates (goes into the air) but water in a closed container does not.

Life Sciences

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
   a. *Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
   b. *Students know* stories sometimes give plants and animals attributes they do not really have.
   c. *Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

If you have begun teaching NGSS, use Disciplinary Core Ideas standards and the Crosscutting Concepts standards together to determine a grade in the **Content and Concepts** report card category

Disciplinary Core Ideas	Crosscutting Concepts
Physical Science	CCC-1.Patterns
PS1: Matter and its interactions	CCC-2.Cause and effect: Mechanism and explanation
PS2: Motion and stability: Forces and interactions	CCC-3.Scale, proportion, and quantity
PS3: Energy	CCC-4.Systems and system models
PS4: Waves and their applications in technologies for information transfer	CCC-5.Energy and matter: Flows, cycles, and conservation
Life Science	CCC-6.Structure and function
LS1: From molecules to organisms: Structures and processes	CCC-7.Stability and Change
LS2: Ecosystems: Interactions energy, and dynamics	
LS3: Heredity: Inheritance and variation of traits	
LS4: Biological evolution: Unity and diversity	
Earth and Space Science	
ESS1: Earth's place in the universe	
ESS2: Earth's systems	
ESS3: Earth and human activity	
Engineering, Technology, and Applications of Science	
ETS1: Engineering Design	
ETS2: Links among engineering, technology, science, and society	

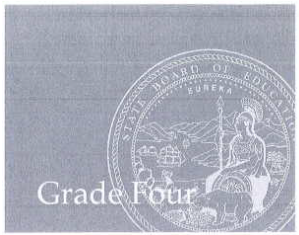
LAUSD Elementary Progress Report Connections to Science Standards
CONDUCTS INVESTIGATIONS

The **Conducts Investigations** section on the new progress report for science is where you grade science content strands

Science	1st	2nd	3rd	Content and Concepts			
Earth							
Life				Conducts Investigations			
Physical							
Engineering				Constructs Relevant Questions			

Where is your school on the transition to NGSS?

If you are still teaching the CA 1998 science standards, use the Investigation and Experimentations Standards to determine a grade in the **Conducts Investigations** report card category



Investigation and Experimentation Standards

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
   b. Measure and estimate the weight, length, or volume of objects.
   c. Formulate and justify predictions based on cause-and-effect relationships.
   d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
   e. Construct and interpret graphs from measurements.
   f. Follow a set of written instructions for a scientific investigation.

If you have begun teaching NGSS, use Science and Engineering Practices to determine a grade in the **Conducts Investigations** report card category

Science

S1. Asking questions (for science) and defining problems (for engineering).

S2. Developing and using models.

S3. Planning and carrying out investigations.

S4. Analyzing and interpreting data.

S5. Using mathematics, information and computer technology, and computational thinking.

S6. Constructing explanations (for science) and designing solutions (for engineering).

S7. Engaging in argument from evidence.

S8. Obtaining, evaluating, and communicating information.

LAUSD Elementary Progress Report Connections to Science Standards
CONSTRUCTS RELEVANT QUESTIONS

The **Constructs Relevant Questions** section on the new progress report for science is where you grade content science strands

Science	1st	2nd	3rd				
Earth				Content and Concepts			
Life				Conducts Investigations			
Physical							
Engineering				Constructs Relevant Questions			

Where is your school on the transition to NGSS?

If you are still teaching the CA 1998 science standards, use them to determine a grade in the **Constructs Relevant Questions** report card category

Investigation and Experimentation Standards

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
   b. Measure and estimate the weight, length, or volume of objects.
   c. Formulate and justify predictions based on cause-and-effect relationships.
   d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
   e. Construct and interpret graphs from measurements.
   f. Follow a set of written instructions for a scientific investigation.

If you have begun teaching NGSS, use Science and Engineering Practices and the Crosscutting Concepts together to determine a grade in the **Constructs Relevant Questions** report card category

Science

- **S1.** Asking questions (for science) and defining problems (for engineering).
- **S2.** Developing and using models.
- **S3.** Planning and carrying out investigations.
- **S4.** Analyzing and interpreting data.
- **S5.** Using mathematics, information and computer technology, and computational thinking.
- **S6.** Constructing explanations (for science) and designing solutions (for engineering).
- **S7.** Engaging in argument from evidence.
- **S8.** Obtaining, evaluating, and communicating information.

Crosscutting Concepts

1. Patterns
2. Cause & effect
3. Scale, proportion, & quantity
4. Systems & system models
5. Energy & matter
6. Structure & function
7. Stability & change