

**California Education and the Environment Initiative**

The EEI Curriculum cohesively integrates science and engineering practices (SEPs), content (disciplinary core ideas/DCIs), and crosscutting concepts (CCs) within its lesson procedures. This preliminary analysis intentionally teases apart the individual SEPs, DCIs, and CCs as a means of correlating the EEI unit with specific performance expectations; however, the EEI lessons weave these components back together.



**Grade 1**

**Finding Shelter**

“Finding Shelter” uses a reader about the California least tern to give students an opportunity to learn about the similarities and differences between parents and their offspring. They examine how both the physical and behavioral traits of a species influence its survival at the same time that they discover how the habitats where animals live provide them with the food and shelter they need. While they study the California least tern, they consider how human communities can affect where animals live and the resources that are available for them to survive. The unit gives students the chance to design a house and yard in which both people and animals can find shelter, as well as discussing the creation of nature preserves. This activity helps them see some of the ways in which human activities can influence the availability of resources for food, shelter, and nesting areas needed by other animals. It also emphasizes that all living things, including humans, depend on natural systems for the resources they need to survive.



**Next Generation Science Standards\* Correlation with the California Education and the Environment Initiative (EEI) Curriculum**

The EEI Curriculum is a great choice for transitioning to NGSS and contributes toward achievement of the performance expectations for the standards reflected in the Summary Chart below: 1-LS1 From Molecules to Organisms: Structures and Processes, 1-LS3 Heredity: Inheritance and Variation of Traits, and K-2-ETS1: Engineering Design. Each EEI unit highlights a small number of performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts. Therefore, the EEI units contribute to students’ overall achievement of the performance expectations by the end of a school year, where they will have had multiple opportunities to engage in all appropriate science and engineering practices, disciplinary core ideas, and crosscutting concepts. While EEI was designed to teach the 1998 California science standards to mastery, it reflects the real world interconnections in science and already incorporates many of the paradigm shifts reflected in the NGSS. To learn more about how EEI supports NGSS, visit <http://californiaeei.org/NGSSGuides/>.



**Correlation Chart Key**

SEP (Science and Engineering Practices)
DCI (Disciplinary Core Ideas)
CC (Crosscutting Concepts)

	Next Generation Science Standards								
	1-LS1			1-LS3			K-2-ETS1		
<b>California Connection</b>		✓	✓			✓		✓	✓
<b>Lesson 1</b> – Meet the California least tern and learn about resources it needs to survive.	✓	✓	✓	✓	✓	✓	✓		✓
<b>Lesson 2</b> – Examine photos of different nests and other shelters used by California animals.	✓	✓	✓		✓	✓	✓		✓
<b>Lesson 3</b> – Explore human communities to study how people and animals meet their needs in shared places.	✓	✓	✓	✓	✓	✓	✓		✓
<b>Lesson 4</b> – Discover a nature preserve that provides shelter for the California least tern and discuss other ways people can help animals find shelter.		✓	✓	✓	✓	✓	✓	✓	✓
<b>Traditional Unit Assessment</b>	✓	✓	✓	✓		✓	✓	✓	✓
<b>Alternative Unit Assessment</b>	✓	✓	✓	✓		✓	✓	✓	✓
	SEP	DCI	CC	SEP	DCI	CC	SEP	DCI	CC

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Disciplinary Core Ideas Supported by this EEI Unit					
<b>1-LS1 From Molecules to Organisms: Structures and Processes</b> <b>1-LS3 Heredity: Inheritance and Variation of Traits</b> <b>K-2-ETS1: Engineering Design</b>					
Performance Expectations			Suggestions for Using the EEI Unit to Support NGSS		
<b>1-LS1-2:</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.			Use this unit to help students discover that all animals behave as their parents do in order to survive.		
<b>1-LS3-1:</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.			Use this unit to have students examine multiple examples showing that parents and their offspring engage in similar behaviors to find shelter and food in order to survive.		
<b>K-2-ETS1-1:</b> 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.			Use this unit to have students realize all animals need shelter and when a natural system is unable to provide the necessary resources and space for shelter (often due to human activities), solutions can be implemented to help solve this problem.		
<b>K-2-ETS1-2:</b> Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.			Use this unit to engage students in drawing a model that depicts how human interventions can help animals find appropriate shelter.		
Science and Engineering Practices (SEPs)	Suggestions for Using EEI to Support SEPs	Disciplinary Core Ideas (DCIs)	Suggestions for Using EEI to Support DCIs	Crosscutting Concepts (CCs)	Suggestions for Using EEI to Support CCs
<b>Developing and using models</b> <b>(K-2-ETS1-2)</b>	Use this unit to have students draw and describe shelters that birds and animals use (Lessons 1 and 2). Have them demonstrate their understanding of human and animal shelters by drawing shelters and explaining how humans can help animals find shelter in their own communities (Lessons 3 and 4).	<b>LS1.B: Growth and Development of Organisms:</b> 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)	Use this unit to have students learn that many animals, including humans, need shelter provided by their parents, in order to survive (Lessons 1, 2, and 3).	<b>Patterns</b> <b>(1-LS1-2, 1-LS3-1)</b>	Use this entire unit to have students explore how animals, including humans, engage in observable patterns in their need for and choices of habitat, shelter, and food (Lessons 1, 2, 3, and 4).
<b>Constructing Explanations and Designing Solutions</b> <b>(1-LS3-1)</b>	Use this unit to have students explain the significance of habitat loss to the survival of animals and design an animal shelter and habitat that could serve those animals that have lost their natural habitat (Lesson 4).	<b>LS3.A: Inheritance of Traits:</b> 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)	Use this unit to have students examine the California least tern and its need to build nests on quiet beaches, just like its parents (Lesson 1 and 4). Have students read and discuss how other animals behave like their parents to find shelter (Lesson 2). Have them consider how parents and their offspring act the same	<b>Cause and effect</b> <i>(Not associated with a specific Performance Expectation)</i>	Use the unit to have students consider how as humans use natural resources to meet their own needs, they compete for those resources with wild animals, which can lead to a shortage of natural resources for those animals (Lessons 1 and 3). Have them analyze and discuss what humans need to do to help animals survive in areas where habitat has been changed or lost because it is within close proximity to human communities (Lessons 1 and 4).

Science and Engineering Practices (SEPs)	Suggestions for Using EEI to Support SEPs	Disciplinary Core Ideas (DCIs)	Suggestions for Using EEI to Support DCIs	Crosscutting Concepts (CCs)	Suggestions for Using EEI to Support CCs
<p><b>Obtaining, evaluating and communicating information (1-LS1-2)</b></p>	<p>Use this unit to have students consider how humans build communities where wild animals already live and compete for some of the same resources (Lessons 1 and 2). Have them communicate their own solutions to solve the problem of habitat reduction that result from a variety of human activities (Lesson 3 and 4).</p>	<p><b>ETS1.A: Defining and Delimiting an Engineering Problem:</b></p> <ul style="list-style-type: none"> <li>• A situation that people want to change or create can be approached as a problem to be solved through engineering. (K–2-ETS1-1)</li> <li>• Asking questions, making observations, and gathering information are helpful in thinking about problems. (K–2-ETS1-1)</li> <li>• Before beginning to design a solution, it is important to clearly understand the problem. (K–2-ETS1-1)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions:</b> 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)</p>	<p>way when they build shelters near a food source so they are able to meet their needs for survival (Lesson 3).</p> <p>Use the unit to help students gather information about the needs of animals and then think about ways that humans can help meet the needs of wild animals (Lessons 2, 3, and 4).</p> <p>Use this unit to have problems to help wild animals survive and to demonstrate their own solutions through a variety of methods, such as drawings, models, or dramatizations (Lessons 1, 3, and 4).</p>	<p><b>Structure and function (K-2-ETS1-2)</b></p>	<p>Use the unit to have students draw a model that shows the structure they have chosen, such as a bird house or a protective fence, and explain how it meets the design needs for which it was intended (Lesson 1 and 4).</p>