

**California Education and the Environment Initiative**

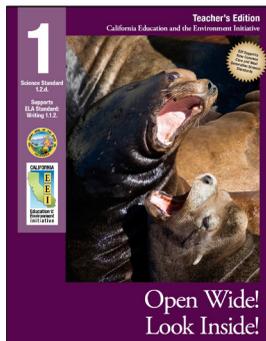
*The EEI Curriculum cohesively integrates science and engineering practices (SEPs), content (disciplinary core ideas/DCIs), and crosscutting concepts (CCs) within its lesson procedures. This preliminary analysis intentionally teases apart the individual SEPs, DCIs, and CCs as a means of correlating the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



**Grade 1**

**1.2.d. – Open Wide! Look Inside!**

“Open Wide! Look Inside!” allows students to explore how animals in different habitats meet their needs in different ways. They consider how animals’ teeth and beaks differ and discover that teeth and beaks influence each species’ diet. Students explore the Channel Islands and how island animals find food by hunting, foraging, and grazing in a complex web of life. They also consider how physical features and parts, such as tooth structures, affect an animal’s feeding strategies and its ability to find the food and shelter needed to survive. Students see that an animal’s ability to survive in any habitat is related to the structure and function of their external body parts. They also see how human activity can influence an animal’s habitat and its ability 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 disciplinary core idea reflected in the Summary Chart below: 1-LS1 From Molecules to Organisms: Structures and Processes. 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/curriculum/correlations/nextgenscience/>.



**Correlation Chart Key**

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

	Next Generation Science Standards		
	1 – LS1		
<b>California Connection</b>		✓	✓
<b>Lesson 1</b> - Learn about Island wildlife, habitats, food sources, and the shapes of animals’ teeth.		✓	✓
<b>Lesson 2</b> - Discover that clues to animals’ diets lie in the shapes of their teeth.		✓	✓
<b>Lesson 3</b> - Study birds’ beaks to learn what birds eat and why.		✓	✓
<b>Lesson 4</b> - Track how the Channel Islands have changed over time and how those changes have affected the islands’ animals.			
<b>Traditional Unit Assessment</b>		✓	✓
<b>Alternative Unit Assessment</b>		✓	✓
	SEP	DCI	CC

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Disciplinary Core Idea Supported by this EEI Unit					
1-LS1 From Molecules to Organisms: Structures and Processes					
Performance Expectations			Suggestions for Using the EEI Unit to Support NGSS		
<p><b>1-LS1-1:</b> 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.</p>			<p>Use the unit to have students explore how an animal’s external parts (specifically teeth shapes, beak type, and talons) help the animal survive. Use this unit to provide students with a basic understanding of how animals’ external structures help them to survive; they are then better prepared 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.</p>		
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</b> <i>(Not associated with a specific Performance Expectation identified above).</i></p>	<p>Use the unit to have students listen and share what they observe about the different animals living on the Channel Islands (Lesson 1). Have students predict the diet of different animals on Santa Rosa Island based upon the shape of their teeth (Lesson 2). Have students review and discuss different beak types and how each beak might be used by different birds (Lesson 3). After listening to the final part of the Channel Islands story, have students help create a flowchart that show the changes over time of animals, habitats, and feeding relationships (Lesson 4).</p>	<p><b>LS1.A: Structure and Function:</b> 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)</p>	<p>Use the unit to give students multiple opportunities to explore how different animals use specialized body parts, such as teeth and talons, to grasp objects and take in food (Lessons 2, 3, Assessment and Alternative Assessment).</p>	<p><b>Structure and Function (1-LS1-1)</b></p> <p><b>Patterns</b> <i>(Not associated with a specific Performance Expectation identified above)</i></p> <p><b>Cause and Effect</b> <i>(Not associated with a specific Performance Expectation identified above)</i></p>	<p>Use the unit to have students see, through teacher-led study and use of models, that an animal’s diet depends on the shape and size of its teeth (as with mammals) or beak (as with birds) (Lessons 2 and 3).</p> <p>Use the unit to have students consider how patterns in tooth structure relate to an animal’s diet, the feeding strategies it uses, whether it is classified as a predator or as prey, and whether it is thought of as a carnivore, herbivore, or omnivore (Lesson 2).</p> <p>Use the unit to have students learn about changes in the natural systems of the Channel Islands and the effect those changes have had on the animals living on the islands (Lesson 4).</p>