



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.

Kindergarten

K.3.a. The World Around Me

“The World Around Me” gives students an opportunity to learn about Earth as a whole, as well as its major environments including California’s rivers, mountains, valleys, deserts, oceans, and coasts. It allows them to learn that living things need water, air, and resources from the land, and that they live in places that have the things they need. While they study the different environments, they discover that all animals need food in order to live and grow, and that they obtain their food from plants or from other animals. They also learn that plants need water and light to live and grow. The students have a chance to see that, like plants and animals, humans use natural resources from the Earth for everything they do.



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: K-ESS3 Earth and Human Activity, K-LS1 From Molecules to Organisms: Structures and Processes, and K-PS3 Energy. 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								
	K-ESS3			K-LS1			K-PS3		
	SEP	DCI	CC	SEP	DCI	CC	SEP	DCI	CC
California Connection	✓	✓	✓			✓			
Lesson 1 - Discover and explore California's major ecosystems.	✓	✓	✓	✓	✓	✓		✓	✓
Lesson 2 - Discover where and how rivers flow in California.	✓	✓	✓	✓	✓	✓		✓	✓
Lesson 3 - Investigate mountain ecosystems and what lives there.	✓	✓	✓	✓	✓	✓		✓	✓
Lesson 4 - Identify a valley ecosystem and what resources it provides.	✓	✓	✓	✓	✓	✓		✓	✓
Lesson 5 - Investigate the challenges faced by desert plants and animals.	✓	✓	✓	✓	✓	✓		✓	✓
Lesson 6 - Examine a California map and identify habitats of coastal and ocean waters.	✓	✓	✓	✓	✓	✓		✓	✓
Traditional Unit Assessment	✓	✓	✓			✓			

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Disciplinary Core Ideas Supported by this EEI Unit					
K-ESS3 Earth and Human Activity K-LS1 From Molecules to Organisms: Structures and Processes K-PS3 Energy					
Performance Expectations			Suggestions for Using the EEI Unit to Support NGSS		
K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.			Use the unit to have students learn about different habitats on Earth and about the different plants and animals that live in those habitats, including some of the plants and animals from their local area.		
K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.			Use the unit to give students multiple opportunities to learn what plants and animals need to survive in different California bioregions and that each ecosystem is a community of interrelated organisms.		
K-PS3-1: Make observations to determine the effect of sunlight on Earth’s surface.			Use the unit to give students multiple opportunities to learn that the sun heats the Earth’s surface including water, soil, sand, and rocks, and that this process helps provide energy for both plants and animals.		
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
Analyzing and Developing and using models (K-ESS3-1)	Use the unit to give students the opportunity to see and discuss multiple models, including maps, drawings, and pictures, that represent different habitats throughout California, and have them create drawings to represent relationships between plants and animals in specific ecosystems (Lessons 1-6).	ESS3.A: Natural Resources: Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)	Use the unit to have students study the Earth and its eight major habitats to learn that living things live in places that have the things they need to survive (Lessons 1-6).	Systems and system models (K-ESS3-1)	Use the unit to help students learn that systems in the natural world (non-living things like rocks and water, and the plants and animals that live together in a habitat) all survive as parts of an ecosystem (Lessons 1-6).
Analyzing and interpreting data (K-LS1-1)	Use the unit to have students observe, describe, and share about patterns in the natural world that are found in different habitats throughout California, such as the different types of plants and animals found in deserts, forests, and mountains (Lessons 1-6).	LS1.C: Organization for Matter and Energy Flow in Organisms: All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K LS1-1)	Use the unit to have students discover that in all habitats, including the one in which they live, both plants and animals depend on water and sunlight in order to survive (Lessons 1-6).	Patterns (K-LS1-1)	Use the unit to have students observe that patterns in the natural world can be observed and used as evidence to describe the characteristics of different habitats (Lessons 1-6).
		PS3.B: Conservation of Energy and Energy Transfer: Sunlight warms Earth’s surface. (K-PS3-1)	Use the unit to have students consider some of the relevant examples that show how the sun heats rocks to warm lizards, warms water for people to enjoy for water sports, and shines on the crops in the Great Central Valley (Lessons 1-6).	Cause and Effect (K-PS3-1)	Use the unit to help students learn about cause and effects and how the sunlight that reaches Earth’s surface influences the different habitats and the plants and animals that live in them (Lessons 1-6).