



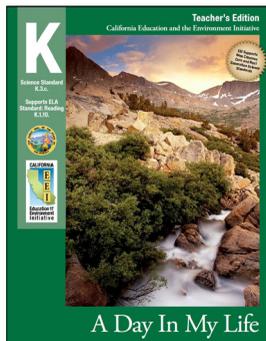
California Education and the Environment Initiative

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.c. - A Day in My Life

“A Day in My Life” engages students through a “big book” that introduces them to the variety of resources that plants and animals, including humans, need to survive. They learn that all organisms need water, air, and food to survive, then dig deeper into the needs of people. The students soon discover that all of the everyday items on which they depend come from plants, animals, and other resources within natural systems in the environment. Finally, they talk and think about what they can do to help reduce the use of natural resources in school, at home, and elsewhere.



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-ESS2 Earth’s Systems, K-ESS3 Earth and Human Activity, and K-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/NGSSGuides/>.



Correlation Chart Key

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

	Next Generation Science Standards								
	K-ESS2			K-ESS3			K-LS1		
	SEP	DCI	CC	SEP	DCI	CC	SEP	DCI	CC
California Connection			✓		✓	✓			
Lesson 1 - The Resources I Use – Learn about the natural resources students use from water and from land.				✓	✓		✓	✓	✓
Lesson 2 - Where Things Come From – Explore the plant and animal sources of food products.			✓	✓	✓	✓	✓	✓	✓
Lesson 3 - Where Natural Resources Come From – Discover that natural resources originate in the natural world.			✓	✓	✓	✓	✓		✓
Lesson 4 - What I can Do to Conserve Resources – Discuss the meaning and purpose of conserving resources.	✓		✓	✓	✓	✓	✓	✓	✓
Traditional Unit Assessment				✓	✓			✓	
Alternative Unit Assessment				✓	✓			✓	

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Disciplinary Core Ideas Supported by this EEI Unit					
K-ESS2 Earth's Systems K-ESS3 Earth and Human Activity K-LS1 From Molecules to Organisms: Structures and Processes					
Performance Expectations			Suggestions for Using the EEI Unit to Support NGSS		
K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change their environment to meet their needs.			Use this unit to have students realize that as humans obtain resources from natural systems to meet their needs they may cause changes to the environment.		
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 this unit to have students discover that all of the everyday items (ecosystem goods and resources) on which they depend come from plants, animals, and other resources within natural systems.		
K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.			Use this unit to have students recognize that as people use resources to meet their needs, there can be impacts to natural systems, and that humans can do things to conserve resources and reduce their environmental impacts.		
K-LS1-1: Use observation to describe patterns of what plants and animals (including humans) need to survive.			Use this unit to have students realize that all organisms need water, air, and food to survive.		
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 Interpreting Data (K-LS1-1)	Use this unit to have students make observations and gather information from various sources showing that plants and animals need water, food, and air to survive (Lessons 1-4).	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 discover that humans rely on natural resources for everything they need (Lessons 1, 2, and 3). Use the unit to demonstrate to students that plants and animals live in places where they can get what they need to survive, such as fish in water and plants in soil (Lesson 2 and 3).	Patterns (K-LS1-1)	Use this unit to have students realize that patterns observed in the natural world about plants and animals are observable and can be used to help describe scientific phenomena (Lessons 1-4).
Developing and Using Models (K-ESS3-1)	Use the unit to have students examine models that show where natural resources come from (Lessons 1, 2, and 3). Have them use and explain models showing how they can reduce, reuse, and recycle natural resources (Lesson 4).				Cause and Effect (K-ESS3-3)

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>Obtaining, Evaluating, and Communicating Information (K-ESS3-3)</p> <p>Engaging in Argument from Evidence (K-ESS2-2)</p>	<p>Use the unit to have students list the natural resources they use and identify the source of these resources (Lessons 1, 2, and 3). Have them communicate information to classmates and at home about how they can help reduce the use of natural resources at school, home, and elsewhere (Lesson 4).</p> <p>Use the unit to have students make a claim and provide evidence that shows when people conserve resources we also help conserve parts of natural systems, such as trees or fresh water (Lesson 4).</p>	<p>ESS3.C: Human Impacts on Earth Systems: Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3, secondary to K-ESS2-2)</p> <p>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)</p>	<p>Use the unit to have students explore how humans need natural resources for almost everything they do (Lessons 1, 2, and 3). Have them consider how they can help conserve resources through their actions (reduce, reuse, recycle, etc.) (Lesson 4).</p> <p>Use the unit to have students realize that all animals (including humans) need food and water to live and grow, and that plants need water and sunlight to live and grow (Lessons 1,2, and 4). Have them consider that humans get their food and all the other things they want and use from natural resources (Lesson 4).</p>	<p>Systems and System Models (K-ESS2-2, K-ESS3-3)</p>	<p>Use the unit to have students discover how natural systems have parts that work together, such as plants needing soil to grow (Lessons 2 and 3). Have them determine that they can positively impact natural systems through their own conservation efforts (Lesson 4).</p>