

# Educational Resources from *Phenomenon Science Education*

## Student Proficiency Goals for **NGSS 1-LS3-1**



### Information about 1-LS3-1

#### **NGSS Performance Expectation 1-LS3-1.**

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

#### **Clarification Statement.**

*Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.*

#### **Assessment Limits.**

*Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.*

#### **Science and Engineering Practice (Constructing Explanations and Designing Solutions)**

- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

#### **Disciplinary Core Idea (LS3.A: Inheritance of Traits)**

- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.

#### **Disciplinary Core Idea (LS3.B: Variation of Traits)**

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

#### **Crosscutting Concept (Patterns)**

- Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

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**Student Proficiency Goals**

**SEP (Constructing Explanations and Designing Solutions):**

- Students make observations based on simple tests or grade-appropriate media to collect evidence for a narrative/account of phenomena related to young plants and animals being like, but not exactly like, their parents.
- Students use patterns as evidence to construct an evidence-based narrative/account of phenomena related to young plants and animals being like, but not exactly like, their parents.

**DCI (LS3.A Inheritance of Traits):**

- Students know that young animals are like, but not exactly like, their parents.
- Students know that young plants are like, but not exactly like, their parents.

**DCI (LS3.B Variation of Traits):**

- Students know that individuals of the same type of plant or animal are recognizable as similar to other individuals of that type of plant or animal.
- Students know that individuals of the same type of plant or animal can vary in many ways.
- Students know that an individual plant or animal can be recognized by its similarities and differences with other individuals of the same type.

**CCC (Patterns):**

- Students consider patterns of similarities and differences between parents and young plants and animals.
- Students consider how these patterns can help them describe phenomena.