

# Educational Resources from *Phenomenon Science Education*

## Student Proficiency Goals for NGSS K-ESS2-2



### Information about K-ESS2-2

#### **NGSS Performance Expectation K-ESS2-2.**

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

#### **Clarification Statement.**

*Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.*

#### **Assessment Limits.**

*No specific assessment limits are listed for this Performance Expectation.*

#### **Science and Engineering Practice (Engaging in Argument from Evidence)**

- Construct an argument with evidence to support a claim.

#### **Disciplinary Core Idea (ESS2.E: Biogeology)**

- Plants and animals can change their environment.

#### **Disciplinary Core Idea (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. (secondary)

#### **Crosscutting Concept (Systems and System Models)**

- Systems in the natural and designed world have parts that work together.

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### Student Proficiency Goals for **NGSS K-ESS2-2**



#### Student Proficiency Goals

##### SEP (Engaging in Argument from Evidence):

- Students make a claim about a phenomenon that includes the idea that plants and/or animals can change their environments to meet their needs.
- Students, with guidance, identify evidence to support their claim.
- Students, with guidance, describe how their evidence supports their claim.
- Students, with guidance, connect the needs of plants and/or animals with the evidence of how plants and/or animals change their environments.

##### DCI (ESS2.E Biogeology):

- Students know that plants and animals can change their environment.

##### DCI (ESS3.C Human Impacts on Earth Systems):

- Students know that people make choices that help people live more comfortably.
- Students know that choices people make can affect the land, water, air, and/or other living things in their local environment in positive and/or negative ways.

##### CCC (Systems and System Models):

- Students consider how plants and animals are parts of their environments and how they can affect those environments by changing them to meet their needs.
- Students consider how plants and animals, and the aspects of their environment that they modify to meet their needs, are both parts of a system.