

# Next Generation Science Standards Alignment

## Performance Expectations



### Legend

•	The standard is clearly addressed by program activities.
-	This standard potentially could be addressed as part of FIRST® LEGO® League Discover either by actions that the coach or teacher takes when working with the students or by conditions established by the program.

### Kindergarten

Cluster	Indicator	Indicator Statement	Addressed
<b>Motion and Stability: Forces and Interactions</b>	K-PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	•
	K-PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	•
<b>Energy</b>	K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.	
	K-PS3-2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	
<b>From Molecules to Organisms: Structures and Processes</b>	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	
<b>Earth's Systems</b>	K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.	
	K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	
<b>Earth and Human Activity</b>	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.	
	K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	
	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.	

### Grade 1

Cluster	Indicator	Indicator Statement	Addressed
<b>Waves and Their Applications in Technologies for Information Transfer</b>	1-PS4-1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	
	1-PS4-2	Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	
	1-PS4-3	Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	
	1-PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	
<b>From Molecules to Organisms: Structures and Processes</b>	1-LS1-1	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.	
	1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	

<b>Heredity: Inheritance and Variation of Traits</b>	1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	
<b>Earth's Place in the Universe</b>	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.	
	1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.	

### Grades K-2

Cluster	Indicator	Indicator Statement	Addressed
<b>Engineering Design</b>	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	●
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	●
	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	

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## Performance Expectations



EXPLORE

### Legend

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### Kindergarten

Cluster	Indicator	Indicator Statement	Addressed
<b>Motion and Stability: Forces and Interactions</b>	K-PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	•
	K-PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	•
<b>Energy</b>	K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.	
	K-PS3-2	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	
<b>From Molecules to Organisms: Structures and Processes</b>	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	
<b>Earth's Systems</b>	K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.	
	K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	
<b>Earth and Human Activity</b>	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.	
	K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	
	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.	

### Grade 1

Cluster	Indicator	Indicator Statement	Addressed
<b>Waves and Their Applications in Technologies for Information Transfer</b>	1-PS4-1	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	
	1-PS4-2	Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	
	1-PS4-3	Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	
	1-PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	
<b>From Molecules to Organisms: Structures and Processes</b>	1-LS1-1	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.	
	1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	

<b>Heredity: Inheritance and Variation of Traits</b>	1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	
<b>Earth's Place in the Universe</b>	1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.	
	1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.	

## Grade 2

Cluster	Indicator	Indicator Statement	Addressed
<b>Matter and its Interactions</b>	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	
	2-PS1-2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	•
	2-PS1-3	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	•
	2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	
<b>Ecosystems: Interactions, Energy, and Dynamics</b>	2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.	
	2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	
<b>Biological Evolution: Unity and Diversity</b>	2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.	
<b>Earth's Place in the Universe</b>	2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	
<b>Earth's Systems</b>	2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	
	2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.	
	2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.	

## Grades K-2

Cluster	Indicator	Indicator Statement	Addressed
<b>Engineering Design</b>	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	•
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	•
	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	•

## Grade 3

Cluster	Indicator	Indicator Statement	Addressed
<b>Motion and Stability: Forces and Interactions</b>	3-PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	-
	3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	-

	3-PS2-3	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	-
	3-PS2-4	Define a simple design problem that can be solved by applying scientific ideas about magnets.	
<b>From Molecules to Organisms: Structures and Processes</b>	3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	
<b>Ecosystems: Interactions, Energy, and Dynamics</b>	3-LS2-1	Construct an argument that some animals form groups that help members survive.	
<b>Heredity: Inheritance and Variation of Traits</b>	3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	
	3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.	
<b>Biological Evolution: Unity and Diversity</b>	3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	
	3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	
	3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	
	3-LS4-4	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	
<b>Earth's Systems</b>	3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	
	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world	
<b>Earth and Human Activity</b>	3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	

#### Grade 4

Cluster	Indicator	Indicator Statement	Addressed
<b>Energy</b>	4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.	-
	4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	
	4-PS3-3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.	-
	4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	-
<b>Waves and Their Applications in Technologies for Information Transfer</b>	4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	
	4-PS4-2	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	
	4-PS4-3	Generate and compare multiple solutions that use patterns to transfer information.	

<b>From Molecules to Organisms: Structures and Processes</b>	4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	
	4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	
<b>Earth's Place in the Universe</b>	4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	
<b>Earth's Systems</b>	4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	
	4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.	
<b>Earth and Human Activity</b>	4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	
	4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	

### Grades 3-5

Cluster	Indicator	Indicator Statement	Addressed
<b>Engineering Design</b>	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	-
	3-5 ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	-
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	-

# Next Generation Science Standards Alignment

## Performance Expectations



**CHALLENGE**

### Legend

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### Grade 4

Cluster	Indicator	Indicator Statement	Addressed
Energy	4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.	-
	4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	
	4-PS3-3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.	-
	4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	-
Waves and Their Applications in Technologies for Information Transfer	4-PS4-1	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	
	4-PS4-2	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	
	4-PS4-3	Generate and compare multiple solutions that use patterns to transfer information.	
From Molecules to Organisms: Structures and Processes	4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	
	4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	
Earth's Place in the Universe	4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	
Earth's Systems	4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	
	4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.	
Earth and Human Activity	4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	-
	4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	-

### Grade 5

Cluster	Indicator	Indicator Statement	Addressed
Matter and Its Interactions	5-PS1-1	Develop a model to describe that matter is made of particles too small to be seen.	
	5-PS1-2	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	

	5-PS1-3	Make observations and measurements to identify materials based on their properties.	
	5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	
<b>Motion and Stability: Forces and Interactions</b>	5-PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down.	-
<b>Energy</b>	5-PS3-1	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	
<b>From Molecules to Organisms: Structures and Processes</b>	5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.	
<b>Ecosystems: Interactions, Energy, and Dynamics</b>	5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	
<b>Earth's Place in the Universe</b>	5-ESS1-1	Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	
<b>Earth's Systems</b>	5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	
	5-ESS2-2	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	
<b>Earth and Human Activity</b>	5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	-

### Grade 3-5

Cluster	Indicator	Indicator Statement	Addressed
<b>Engineering Design</b>	3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	•
	3-5 ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	•
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	-

### Grade 6-8

Cluster	Indicator	Indicator Statement	Addressed
<b>Motion and Stability: Forces and Interactions</b>	MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	-
	MS-PS2-2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	-
	MS-PS2-3	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	
	MS-PS2-4	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	
	MS-PS2-5	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	
<b>Energy</b>	MS-PS3-1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	-



	MS-PS3-2	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	
	MS-PS3-3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	
	MS-PS3-4	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	
	MS-PS3-5	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	-
<b>Engineering Design</b>	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	-
	MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	-
	MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	-
	MS-ETS1-4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	-
<i>Only Middle School science standards that could be addressed are listed in this table instead of the full standard listing.</i>			