

| Physical Science | |
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| 2010 Standards | 2016 Standards |
| 1.1.1 Use all senses as appropriate to identify the component parts of objects and the materials from which they are made. | K.PS.1 Plan and conduct an investigation using all senses to describe and classify different kinds of objects by their composition and physical properties. Explain these choices to others and generate questions about the objects. |
| 1.1.2 Characterize materials as solid or liquid, investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties). | 1.PS.1 Characterize materials as solid, liquid, or gas and investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties). |
| 1.1.3 Experiment with simple methods for separating solids and liquids based on their physical properties. | 1.PS.2 Predict and experiment with methods (sieving, evaporation) to separate solids and liquids based on their physical properties. |
| | 1.PS.3 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. |
| | 1.PS.4 Make observations to collect evidence and explain that objects can be seen only when illuminated. |

| Earth and Space Science | |
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| 2010 Standards | 2016 Standards |
| 1.2.1 Observe and compare properties of sand, clay, silt and organic matter. Look for evidence of sand, clay, silt and organic matter as components of soil samples. | 1.ESS.2 Observe and compare properties of sand, clay, silt, and organic matter. Look for evidence of sand, clay, silt, and organic matter as components of soil samples. |
| 1.2.2 Choose, test and use tools to separate soil samples into component parts. | 1.ESS.2 Observe and compare properties of sand, clay, silt, and organic matter. Look for evidence of sand, clay, silt, and organic matter as components of soil samples. |

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| <p>1.2.3 Observe a variety of soil samples and describe in words and pictures the soil properties in terms of color, particle size and shape, texture, and recognizable living and nonliving items.</p> | <p>1.ESS.3 Observe a variety of soil samples and describe in words and pictures the soil properties in terms of color, particle size and shape, texture, and recognizable living and nonliving items.</p> |
| <p>1.2.4 Observe over time the effect of organisms like earthworms in the formation of soil from dead plants. Discuss the importance of earthworms in soil.</p> | |
| | <p>1.ESS.1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> |

| <p style="text-align: center;">Life Science</p> | |
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| <p style="text-align: center;">2010 Standards</p> | <p style="text-align: center;">2016 Standards</p> |
| <p>1.3.1 Classify living organisms according to variations in specific physical features (e.g., body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.</p> | |
| <p>1.3.2 Observe organisms closely over a period of time in different habitats such as terrariums, aquariums, lawns and trees. Draw and write about observations.</p> | <p>1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.</p> |
| <p>1.3.3 Observe and explain that plants and animals have basic needs for growth and survival: plants need to take in water and need light, and animals need to take in water and food and have a way to dispose of waste.</p> | |
| <p>1.3.4 Describe how animals’ habitats, including plants, meet their needs for food, water, shelter and an environment in which they can live.</p> | <p>1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.</p> |
| <p>1.3.5 Observe and describe ways in which animals and plants depend on one another for survival.</p> | <p>1.LS.4 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p> |

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| | 1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. |
| | 1.LS.2 Develop a model mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. Explore how those external parts could solve a human problem. |

| Science, Engineering, and Technology | |
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| 2010 Standards | 2016 Standards |
| 1.4.1 Use all senses as appropriate to sort objects as being composed of materials that are naturally occurring, human made or a combination of the two. | |
| 1.4.2 Choose two animals that build shelters within their habitats. Compare the shelters in terms of the materials and tools they use and the type and purpose of shelter they provide. | |
| 1.4.3 Construct a simple shelter for an animal with natural and human-made materials. | |

| Engineering | |
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| 2010 Standards | 2016 Standards |
| | K-2.E.1 Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool. |
| | K-2.E.2 Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem. |

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| | <p>K-2.E.3 Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> |
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