

Kinder Standards Analysis

History-Social Science

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
	K.1 Students understand that being a good citizen involves acting in certain ways. 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.		

Science



**Unless otherwise specified, “descriptions” referenced in the evidence statements could include but are not limited to written, oral, pictorial, and kinesthetic descriptions.*

K-PS2-2 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

- 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.* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended.

Disciplinary Core Ideas

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions.
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.

ETS1.A: Defining Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. *(secondary)*

Crosscutting Concepts

Cause and Effect

- Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Observable features of the student performance by the end of the grade:

1	Organizing data						
a	With guidance, students organize given information using graphical or visual displays (e.g., pictures, pictographs, drawings, written observations, tables, charts). The given information students organize includes: <table border="1"> <tr> <td>i.</td><td>The relative speed or direction of the object before a push or pull is applied (i.e., qualitative measures and expressions of speed and direction; e.g., faster, slower, descriptions* of “which way”).</td></tr> <tr> <td>ii.</td><td>The relative speed or direction of the object after a push or pull is applied.</td></tr> <tr> <td>iii.</td><td>How the relative strength of a push or pull affects the speed or direction of an object (i.e., qualitative measures or expressions of strength; e.g., harder, softer).</td></tr> </table>	i.	The relative speed or direction of the object before a push or pull is applied (i.e., qualitative measures and expressions of speed and direction; e.g., faster, slower, descriptions* of “which way”).	ii.	The relative speed or direction of the object after a push or pull is applied.	iii.	How the relative strength of a push or pull affects the speed or direction of an object (i.e., qualitative measures or expressions of strength; e.g., harder, softer).
i.	The relative speed or direction of the object before a push or pull is applied (i.e., qualitative measures and expressions of speed and direction; e.g., faster, slower, descriptions* of “which way”).						
ii.	The relative speed or direction of the object after a push or pull is applied.						
iii.	How the relative strength of a push or pull affects the speed or direction of an object (i.e., qualitative measures or expressions of strength; e.g., harder, softer).						
2	Identifying relationships						
a	Using their organization of the given information, students describe* relative changes in the speed or direction of the object caused by pushes or pulls from the design solution.						
3	Interpreting data						
a	Students describe* the goal of the design solution.						
b	Students describe* their ideas about how the push or pull from the design solution causes the change in the object’s motion.						
c	Based on the relationships they observed in the data, students describe* whether the push or pull from the design solution causes the intended change in speed or direction of motion of the object.						

Opinion Writing

Anchor Standard: CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

TK	Kindergarten: W.K.1- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	1st Grade: W.1.1- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
-----------	--	--

Sample Standards Analysis for Reading Standard 2

Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	TK	Kindergarten:	1 st Grade:
Informational Texts		RI.K.2- - With prompting and support, identify the main topic and retell key details of a text.	RI.1.2- - Identify the main topic and retell key details of a text.
Literary Texts (Literature)		RL.K.2 - With prompting and support, retell familiar stories, including key details.	RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Using the Organization of the Reading Standards to Plan Questions and Instruction

<u>RI.K.1 -</u> With prompting and support, ask and answer questions about key details in a text.	<u>RI.K.2-</u> With prompting and support, identify the main topic and retell key details of a text.	<u>RI.K.10-</u> Actively engage in group reading activities with purpose and understanding.
Planning for Instruction:		