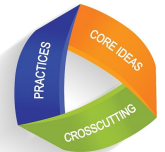




# Eat a Rainbow



<u>Performance Expectations</u>	<u>Connections Between EP&amp;Cs, CCCs, and SEPS</u>	<u>Clarifications for DCIs</u>	Relevant EEI Units
<p><b>K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p><b>2-PS1-1</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p><b>4-LS1-1</b> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>	<p style="text-align: center;"><b>Targeted Environmental Principles &amp; Concept(s)</b></p> <p>Students should be developing an understanding:</p> <p><b>Principle I: People Depend on Natural Systems</b> The continuation and health of individual human lives and of human communities and societies depend on the health of the natural systems that provide essential goods and ecosystem services.</p> <p>Concept A. The goods produced by natural systems are essential to human life and to the functioning of our economies and cultures.</p> <p>Concept B. The ecosystem services provided by natural systems are essential to human life and to the functioning of our economies and cultures.</p> <p style="text-align: center;"><b>Targeted Crosscutting Concept(s)</b></p> <p>Patterns Cause &amp; Effect</p>	<p style="text-align: center;"><b>Targeted Disciplinary Core Idea(s)</b></p> <p><b>K-LS1-1 Organization for Matter and Energy Flow in Organisms</b> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</p> <p><b>2-PS1-1 Structure and Properties of Matter</b> Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.</p> <p><b>4-LS1-1 Structure and Function</b> Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.</p>	<p>K: The World Around Me, A Day in My Life</p> <p>2: The Earth Rocks, From Field to Table</p> <p>4: The Flow of Energy Through Ecosystems</p> <p><a href="#">For Elementary EEI units K-5</a></p>

One Cool Earth (OCE) supports the integration of Next Generation Science Standards (NGSS) three dimensional learning and the Environmental Principles & Concepts (EP&Cs) in their lesson planning. In recognition of A Blueprint for Environmental Literacy and the California State Board of Education, OCE uses the *CA Science Framework*.

	<p><b>Targeted Science and Engineering Practice(s)</b></p> <p>Asking Questions and Defining Problems Developing and Using Models Engage in Argument from Evidence Obtaining, Evaluating and Communicating Information</p>		
--	---	--	--

One Cool Earth supports the integration of Next Generation Science Standards (NGSS) three dimensional learning and the Environmental Principles & Concepts (EP&Cs) in their lesson planning. OCE uses the *CA Science Framework* and recognizes *A Blueprint for Environmental Literacy* adopted by the California State Board of Education.