



## What Does Weather Have to “Dew” With It



| <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-ESS2-1</b> Use and share observations of local weather conditions to describe patterns over time.</p> <p><b>K-ESS3-2</b> Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p><b>3-ESS2-1</b> Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> | <p style="text-align: center;"><b>Targeted Environmental Principles &amp; Concept(s)</b></p> <p><b>Principle 1: 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>Concept C. That the quality, quantity, and reliability of the goods and ecosystem services provided by natural systems are directly affected by the health of those systems.</p> | <p style="text-align: center;"><b>Targeted Disciplinary Core Idea(s)</b></p> <p><b>K-PS3-1 Conservation of Energy and Energy Transfer</b> Sunlight warms Earth’s surface.</p> <p><b>K-ESS2-1 Weather and Climate</b> Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.</p> <p><b>K-ESS3-2 Natural Hazards</b> Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.</p> <p><b>K-2-ETS1-1 Defining and Delimiting Engineering Problems</b> 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; Before beginning to design a solution, it is important to clearly understand the problem; Asking questions, making observations, and gathering information are helpful in thinking about problems.</p> <p><b>3-ESS2-1 Weather and Climate</b> Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.</p> | <p>K: The World Around Me; A Day In My Life</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*.

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|  | <p><b>Targeted Crosscutting Concept(s)</b></p> <p>Cause and Effect<br/>Structure and Function</p>  |  |  |
|  | <p><b>Targeted Science and Engineering Practice(s)</b></p> <p>Asking Questions and Defining Problems<br/>Developing and Using Models<br/>Construct Explanations and Design Solutions</p> |  |  |

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