

## Correlation of Resources to National Science Standards

Use the chart below to discover how selected Science A–Z resources in the Senses unit support certain Next Generation Science Standards\* (NGSS). While a single reading resource, science activity, comprehension support, or lesson cannot satisfy an entire Performance Expectation, using these resources together can help students develop the understandings and abilities they will need in order to satisfy each standard listed below. Most standards cited align with the grade level of this Science A–Z unit. For a reverse correlation tool that connects the standards to resources, visit our NGSS correlations page: [www.sciencea-z.com/main/NextGenerationScienceStandards](http://www.sciencea-z.com/main/NextGenerationScienceStandards).



Check the Performance Expectations Key below this chart for the complete text of the standards cited for each resource.

Resource Type	Resource Title	Performance Expectations
Unit Nonfiction Book	<i>Senses</i> (3 reading levels)	1-PS4-2; 1-LS1-2; 4-LS1-2
Process Activity	<i>Identifying Substances by Smell</i>	2-PS1-1; 4-LS1-2
Process Activity	<i>Senses Poster</i>	1-PS4-2; 2-PS1-1; 4-PS4-2; 4-LS1-2
Process Activity	<i>Sensory Deprivation</i>	1-PS4-2; 4-PS4-2; 4-LS1-2
FOCUS Book	<i>Where are You?</i>	1-PS4-1; 1-PS4-2; 2-PS1-1
FOCUS Book	<i>Dogs Smell!</i>	1-LS1-1; 4-LS1-2
FOCUS Book	<i>Helping People See and Hear</i>	K-2-EST1-1; 4-LS1-2
FOCUS Book	<i>Where Are Its Eyes?</i>	1-LS1-1; 4-LS1-2
FOCUS Book	<i>Whiskers</i>	1-LS1-1; 4-LS1-2
Investigation Pack	<u>Topic:</u> Properties of Senses <u>I. Files:</u> <i>Smell; Hearing; Taste; Sight</i> <u>Mystery File:</u> <i>Inner Compass</i>	1-PS4-2; 1-LS1-1; 2-LS4-1; 4-PS4-2; 4-LS1-2
Debate	<i>Flavored Medicine</i>	K-2-ETS1-1
Science Video	<i>Food Flavor Mystery Solved</i>	2-PS1-1
Science Video	<i>Let's Hear It for Ears</i>	1-PS4-1
Science Video	<i>What Color Is Spring for You?</i>	2-PS1-1
Career Files	<i>K-9 Police Officer; Optometrist; Perfume Maker; Sign Translator</i>	K-2-ETS1-1
Quick Read	<i>Animal Ears</i> (3 reading levels)	1-LS1-1; 4-LS1-2
Quick Read	<i>How Animals Smell</i> (3 reading levels)	1-LS1-1; 4-LS1-2

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Resource Type	Resource Title	Performance Expectations
Quick Read	<i>Optical Illusions</i> (3 reading levels)	<b>1-PS4-2</b>
Quick Read	<i>Soft to the Touch</i> (3 reading levels)	<b>2-PS1-1; 2-PS1-2</b>
Science Diagram	<i>The Sense of Sight</i>	<b>1-PS4-2; 4-PS4-2; 4-LS1-2</b>
Science Diagram	<i>The Sense of Smell</i>	<b>4-LS1-2</b>

**Performance Expectations Key**

**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 can be seen only when illuminated.

**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.

**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-LS4-1.** Make observations of plants and animals to compare the diversity of life in different habitats.

**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.

**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.

**4-PS4-2.** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

**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.