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| **Next Generation Science Standards ~ Crosscutting Concepts** | | | | |
| **Crosscutting Concept** | **K-2 Expectations** | **Foreground**  **(directly emphasized)** | **Background**  **(not directly emphasized)** | **Instructional Notes** |
| **Crosscutting Concept 1**  **Patterns** | Patterns in the natural and human designed world can be observed. |  |  |  |
| **Crosscutting Concept 2**  **Cause and Effect** | Simple tests can be signed to gather evidence to support or refute student ideas about causes. |  |  |  |
| **Crosscutting Concept 3**  **Scale, Proportion, and Quantity** | Relative scales (e.g.; bigger and smaller, hotter and colder; faster and slower) are used to describe objects. Standard units are used to measure length. |  |  |  |
| **Crosscutting Concept 4**  **Systems and Models** | Objects and organisms can be described in terms of their parts; and systems in the natural and designed world have parts that work together. |  |  |  |
| **Crosscutting Concept 5**  **Energy and Matter: Flows, Cycles, and Conservation** | Objects may break into smaller pieces and be put together into larger pieces, or change shapes. |  |  |  |
| **Crosscutting Concept 6**  **Structure and Function** | The shape and stability of structures of natural and deigned objects are related to their functions(s). |  |  |  |
| **Crosscutting Concept 7**  **Stability and Change** | Some things stay the same while others change, and things may change slowly or rapidly. |  |  |  |

Resource: NGSS Appendix G: Crosscutting Concepts