

Next Generation Science Standards Correlations to Video Collection • Grades K–3

STANDARD(S)	GRADE	VIDEO TITLE
<p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change or define a simple problem that can be solved through the development of a new or improved object or tool.</p>	K	<p>What Do Scientists Do? Science Tools Camera Traps Making Observations Inventors Making Crayons Inventions From Nature</p>
<p>K-EES2-1. Use and share observations of local weather conditions to describe patterns over time (Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually colder in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.)</p>	K	<p>Wild Weather Leaves Through the Seasons What’s the Weather? It’s Raining, It’s Pouring The Power of Wind What Do You Know About Snow? Here Comes the Sun! The Sounds of Spring Autumn is Here! Signs of Winter All About Clouds</p>
<p>K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (Clarification statement: examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.)</p>	K	<p>Let’s Stop Erosion Animals Can Build It! Invasive Species</p>
<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. (Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually in forested areas; and, grasses, needs sunlight so they often grow in meadows. Plants, animals and their surroundings make up a system.)</p>	K	<p>A Pond is a Habitat A Habitat is a Home Ecosystems Ocean of Life Let’s Go to a Coral Reef Ocean Motion A Walk in the Arctic Home at the Ends of the Earth Layers of the Rainforest Seashore Science</p>
<p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p>	K	<p>The Power of Wind It’s Raining, It’s Pouring Wild Weather In Like a Lion, Out Like a Lamb</p>

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<p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.)</p>	<p>K</p>	<p>Let's Stop Erosion What Are Endangered Animals? Earth Day Every Day Get Rid of That Trash!</p>
<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. (Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light, and, that all living things need water.)</p>	<p>K</p>	<p>A Pumpkin Grows An Apple Grows Busy, Busy Bees! The Biggest Egg in the World Make Way for Ducklings The Life of a Sea Turtle From Tadpole to Frog The Life of a Butterfly What Do Plants Need?</p>
<p>K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.)</p>	<p>K</p>	<p>Make It Move</p>
<p>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 an object and a structure that would cause an object such as a marble or ball to turn.)</p>	<p>K</p>	<p>Make It Move</p>
<p>K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface. (Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water.)</p>	<p>K</p>	<p>Rocks and Minerals Here Comes the Sun! Our Incredible Solar System</p>

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<p>1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]</p>	1	<p>Here Comes the Sun! What's in the Night Sky? Our Incredible Solar System</p>
<p>1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]</p>	1	<p>Leaves Through the Seasons The Sounds of Spring What Do You Know About Snow? Autumn Is Here! Signs of Winter In Like a Lion, Out Like a Lamb</p>
<p>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.*</p>	1	<p>Inventions from Nature Pumpkin Boats Let's Stop Erosion It Came From a Tree The World's Weirdest Animals</p>

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<p>1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]</p>	<p>1</p>	<p>Roly-Poly Polar Bears Rabbit Roundup Meet the Lions All About Elephants Koala Time Meet the Lion Flip for Dolphins A Dolphin is Not a Fish World of Penguins Reptiles Rule! Eight Extraordinary Facts about Octopuses What is a Fish? It's a Frog Tricky Spiders Busy, Busy Bees! Lovely Little Ladybugs The Biggest Egg in the World Make Way for Ducklings! The Life of a Sea Turtle From Tadpole to Frog Bedtime for Bears Spring Babies Taking Care of Baby Amazing Adaptations Winter Sleepers Animal Migration Monarch Butterfly Migration Creatures of the Night Animals Around the Clock What are Predators? Eat Up, Animals! Animal Teams Animal Communication Animal Brainpower The Truth About Creepy Creatures Animals Can Build It! Ocean of Life A Walk in the Arctic Home at the Ends of the Earth Insects, Insects Everywhere! Night Flyer Amazing Animal Teeth Get Close to Sharks</p>

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<p>1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]</p>	1	<p>Make Way for Ducklings! From Tadpole to Frog It's A Duck! The Life of a Sea Turtle The Biggest Egg in the World Spring Babies It's a Frog! Life of a Butterfly Lovely Little Ladybugs Eggs Big and Small</p>
<p>1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]</p>	1	<p>What's That Sound?</p>
<p>1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated. [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]</p>	1	<p>It's My Shadow Rainbows in the Sky</p>

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<p>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.</p>	1	<p>What Do Scientists Do? Science Tools Camera Traps Making Observations Inventors Ben Franklin: Inventor Making Crayons Inventions from Nature Build an Epic Sandcastle Wildlife Pathways Just Press Print Problem and Solution All About Energy What Changes Over Time? Making Better Bubbles</p>
<p>2-ESS1-1. Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]</p>	2	<p>Landforms Exploring the Earth Let's Stop Erosion Ocean Motion Homes at the End of the Earth Earth Day Every Day Rocks and Minerals Volcanoes Blow Their Tops Inside Cool Caves</p>
<p>2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.* [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]</p>	2	<p>Let's Stop Erosion Trees, Glorious Trees!</p>
<p>2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	2	<p>When Water Freezes States of Matter Ocean Motion It's Raining, It's Pouring The Water Cycle All About Water How to Build An Igloo</p>

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<p>2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]</p>	2	<p>An Apple Grows Apples Parts of a Plant Seeds on the Go What Do Plants Need? What are Plants? Harvest Time</p>
<p>2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*</p>	2	<p>Seeds on the Go! Busy, Busy Bees!</p>
<p>2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]</p>	2	<p>A Pond is a Habitat A Habitat is a Home Invasive Species Ecosystems Ocean of Life Let's Go To a Coral Reef Ocean Motion A Walk in the Arctic Home at the Ends of the Earth Layers of the Rainforest Seashore Science Snow Monkeys Have a Ball What is a Groundhog? Is It a Living Thing? Nature's Tiny Gardeners</p>
<p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]</p>	2	<p>States of Matter What Changes Over Time? Cooking Science When Water Freezes</p>
<p>2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]</p>	2	<p>Veronica the Lego Master</p>

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<p>2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]</p>	2	<p>Making Crayons Cooking Science! What Do You Know About Snow? States of Matter When Water Freezes</p>
<p>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.</p>	2	<p>Bear Cub Checkup Ben Franklin: Inventor Inventors Keeping Bats Healthy Volcanologist What Do Scientists Do? Problem and Solution Making Better Bubbles</p>
<p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>	3	<p>Bear Cub Checkup Ben Franklin: Inventor Inventors Keeping Bats Healthy Volcanologists What Do Scientists Do?</p>
<p>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data at this grade level could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]</p>	3	<p>What's the Weather? It's Raining, It's Pouring The Power of Wind Wild Weather What Do You Know About Snow? Here Comes the Sun The Sounds of Spring Autumn is Here Signs of Winter In Like a Lion, Out Like a Lamb How Animals Can Predict the Weather All About Clouds</p>
<p>3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.* [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]</p>	3	<p>The Power of Wind Wild Weather Wildfires Protect Your Head Be a Fire Safety Expert</p>

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<p>3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]</p>	3	<p>Koala Time Across the Ice A Pumpkin Grows An Apple Grows It's a Duck! It's a Frog! Lovely Little Ladybugs The Biggest Egg in the World Make Way for Ducklings! The Life of a Sea Turtle From Tadpole to Frog The Life of a Butterfly Taking Care of Baby Spring Babies Roosters, Hens, and Chicks</p>
<p>3-LS2-1. Construct an argument that some animals form groups that help members survive.</p>	3	<p>Animal Teams What are Predators?</p>
<p>3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]</p>	3	<p>Rocks and Minerals Exploring Our World</p>

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<p>3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]</p>	3	<p>World of Penguins A Pond is a Habitat A Habitat is a Home Invasive Species Wildlife Pathways Ecosystems Ocean of Life Let's Go to a Coral Reef Ocean Motion A Walk in the Arctic Homes at the End of the Earth Layers of the Rainforest Seashore Science What Are Endangered Animals? Get Rid of That Trash!</p>
<p>3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.* [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.]</p>	3	<p>Amazing Adaptations Animal Migration Monarch Butterfly Migration Winter Sleepers</p>
<p>3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces.]</p>	3	<p>Make It Move</p>
<p>3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]</p>	3	<p>Make It Move Up, Up and Away!</p>