**Evidence Organizer**

What evidence do you have that DCIs, CCCs, SEPs were included in this lesson? Where did you notice this evidence in the lesson?

<table>
<thead>
<tr>
<th>Disciplinary Core Idea (DCI) Elements (specific bullets) serving as NGSS Evidence</th>
<th>Specific evidence from the lesson (Students were...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS3.A Energy can be moved from place to place by moving objects or through sound, light, or electrical currents.</td>
<td></td>
</tr>
<tr>
<td>PS4.A Sounds can make matter vibrate, and vibrating matter can make sound.</td>
<td></td>
</tr>
</tbody>
</table>

* Did you use DCIs to make sense of phenomena or design solutions?

* Did the students have a full understanding of the elements of the DCI after this lesson?

<table>
<thead>
<tr>
<th>Crosscutting Concept (CCC) Elements (specific bullets) serving as NGSS Evidence</th>
<th>Specific evidence from the lesson (Students were...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause and Effect: Simple tests can be designed to gather evidence to support or refute student ideas about causes.</td>
<td></td>
</tr>
<tr>
<td>Patterns: Similarities and differences in patterns can be used to sort and classify natural phenomena.</td>
<td></td>
</tr>
<tr>
<td>Energy: Energy can be transferred in various ways and between objects.</td>
<td></td>
</tr>
</tbody>
</table>

* Did you use elements of the crosscutting concepts to make sense of phenomena or design solutions?
<table>
<thead>
<tr>
<th>Science and Engineering Practice (SEP) Elements (specific bullets) serving as NGSS Evidence</th>
<th>Specific evidence from the lesson (Students were...)</th>
</tr>
</thead>
</table>

- Did you use elements of practices to make sense of phenomena or design solutions?

- Do the elements of the science and engineering practice(s), disciplinary core idea(s), and crosscutting concept(s), blend and work together to support students in three-dimensional learning to make sense of phenomena or design solutions?