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?

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

- ★ 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?

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

- ★ Did you use elements of the crosscutting concepts to make sense of phenomena or design solutions?

Science and Engineering Practice (SEP) Elements (specific bullets) serving as NGSS Evidence	Specific evidence from the lesson (Students were…)

- ★ 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?