## 2-LS4 Biological Evolution: Unity and Diversity

**Students who demonstrate understanding can:**

### 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.]*

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<th>Science and Engineering Practices</th>
<th>Disciplinary Core Ideas</th>
<th>Crosscutting Concepts</th>
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<tr>
<td>Planning and Carrying Out Investigations</td>
<td><strong>LS4.D: Biodiversity and Humans</strong></td>
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<tr>
<td>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</td>
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<td>▪ Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)</td>
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**Connections to Nature of Science**

- Scientists look for patterns and order when making observations about the world. (2-LS4-1)

**Common Core State Standards Connections:**

**ELA/Literacy** –

- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS4-1)
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (2-LS4-1)

**Mathematics** –

- **MP.2** Reason abstractly and quantitatively. (2-LS4-1)
- **MP.4** Model with mathematics. (2-LS4-1)
- **2.MD.D.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS4-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.*