CALIFORNIA
Science · Grades K–6

NATIONAL GEOGRAPHIC

Exploring Science

Real Science. Real World. Right Now.

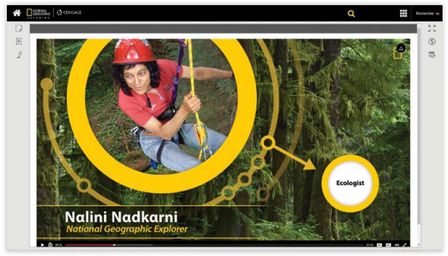
Authentic National Geographic Experience

Exploring Science California connects students to real-world science and to real National Geographic Explorers, scientists, and engineers. Students learn **Science and Engineering Practices**, **Disciplinary Core Ideas**, and **Crosscutting Concepts** from real scientists and Explorers who use those skills every day to make new discoveries and to solve problems.

Case Studies featuring Explorers introduce real-world problems and show how scientists and engineers solve them.

Exploring Science California:

- Real Scientists
- In the Real World
- Doing Science Right Now



Videos of Explorers introduce students to **phenomena.**

National Geographic Explorers

A National Geographic Explorer hosts each grade level of *Exploring Science California*, introducing students to the practices and skills scientists and engineers use to do their work.

Each grade includes other Explorers and scientists who:

- Are role models for students and encourage them to act and think like real scientists
- Demonstrate how and why students will use their Science Notebooks
- Introduce the **phenomena** and concepts of each unit

Kindergarten

Lead Explorer
Jennifer Burney
Environmental Scientist
National Geographic Emerging Explorer

Grade 1

Nalini Nadkarni
Forest Ecologist
National Geographic Grantee

Grade 2

Asha de Vos
Marine Biologist
National Geographic Emerging Explorer

Grade 3 & 5

Andrés Ruzo
Geoscientist
National Geographic Young Explorer

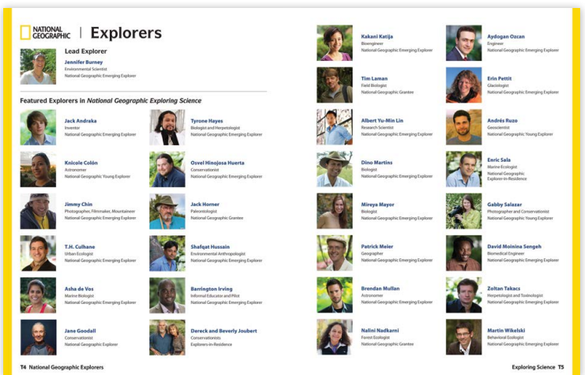
Grade 4

David Moinina Sengeh
Biomedical Engineer
National Geographic Emerging Explorer

Grade 6

Zoltan Takacs
Herpetologist and Toxinologist
National Geographic Emerging Explorer

Host Explorers for each grade



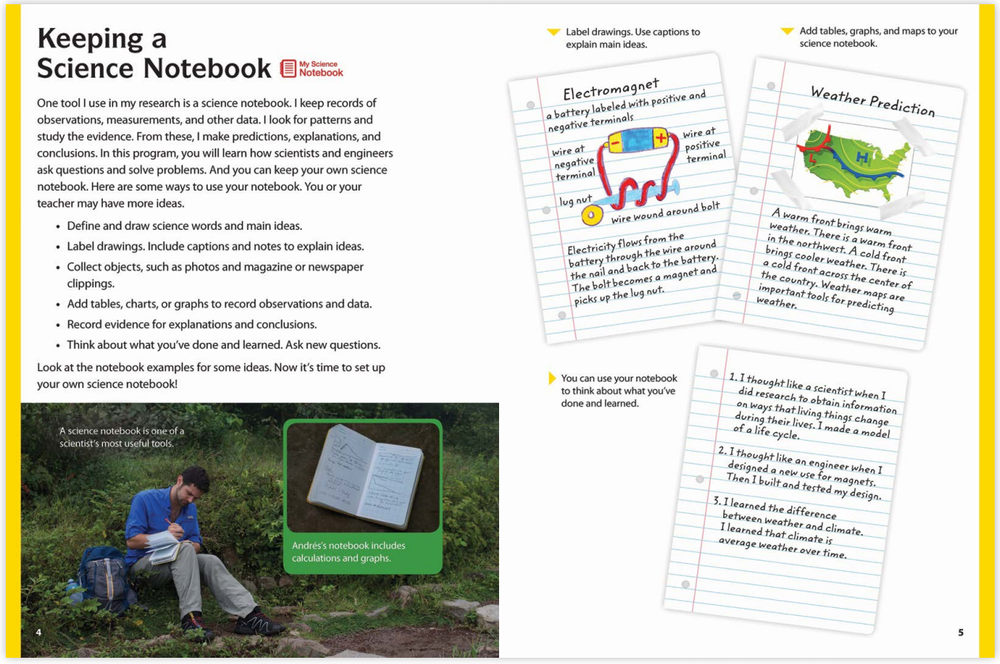
Complete Explorer list, Grades K–6 — Teacher's Edition, pp. T4–T5

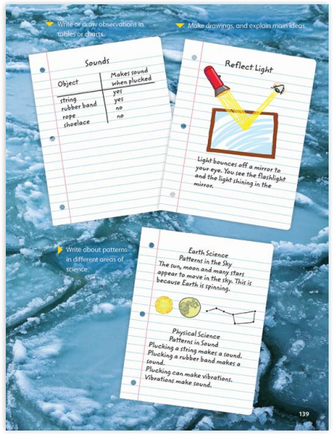
Diverse Science Role Models

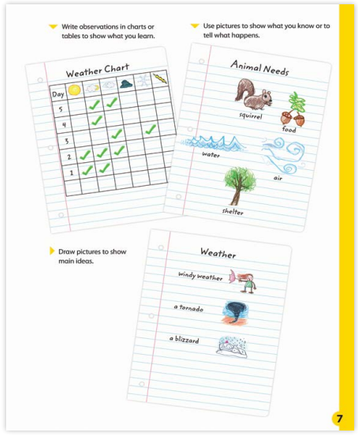
Exploring Science California includes Explorers and scientists from all backgrounds. Students see many paths to becoming a scientist or engineer to prove that **any student of any ability can be a scientist or Explorer.**

Science Notebooks to Practice Real Science

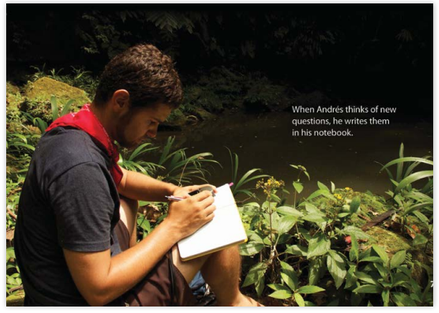
Explorers model for students how they use their notebooks. Students will then apply this knowledge while they create and develop their own Science Notebook.





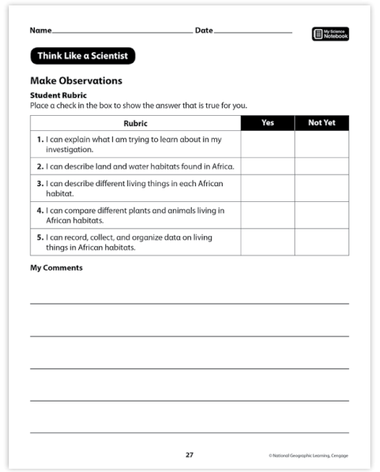


Students demonstrate their knowledge by writing, drawing, and documenting their science experience.

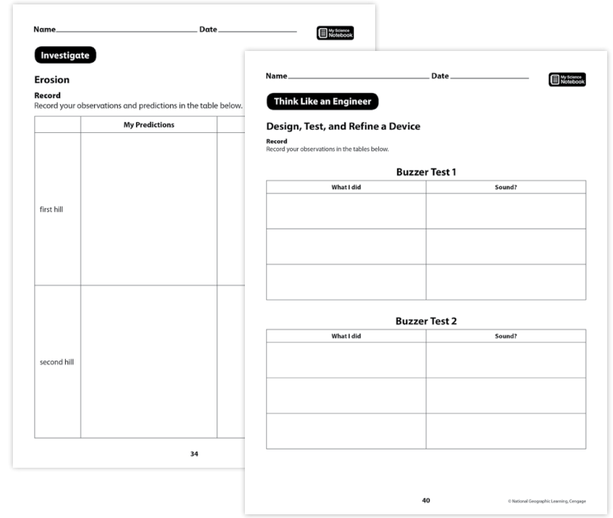


Science Notebooks offer students the opportunity to practice science and record data like real scientists.

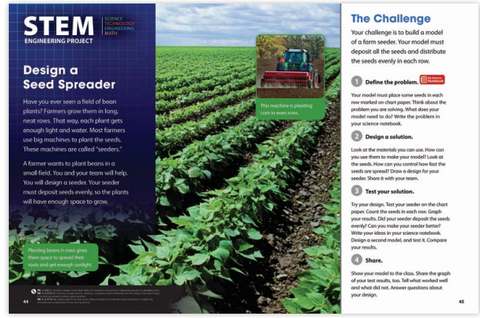
Science Notebook Companion



Student rubrics are provided for each hands-on activity for students to assess their own ability and knowledge.



Data sheets for collecting data can be completed and inserted into the Science Notebook.

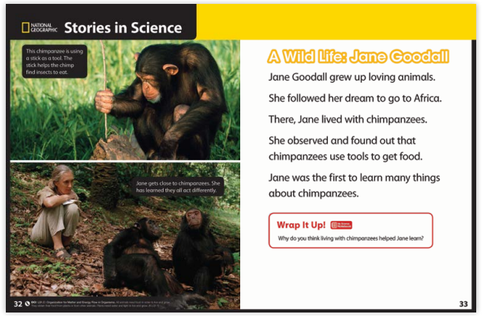


STEM Projects encourage students to use their Science Notebooks as they solve real-world problems through engineering challenges.

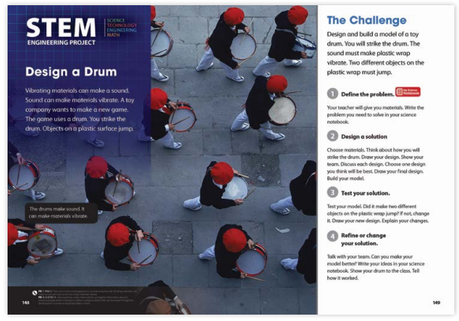
Students practice real science and record data in their Science Notebooks through *Citizen Science* projects.

Variety of Lessons Support 3-Dimensional Instruction

Each unit introduces the 3-Dimensions of the CA NGSS from different perspectives through a variety of lesson types.

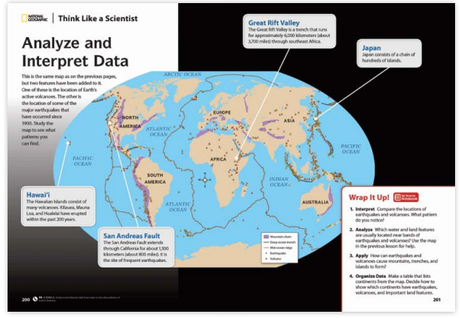


Disciplinary Core Ideas (DCI) and **Crosscutting Concepts (CCC)** are supported in *Stories in Science* lessons which feature scientists from all backgrounds (culture, gender, ability) along with their scientific contributions and discoveries.



Science and Engineering Practices (SEP) are applied in hands-on *Investigate* activities where students explore aspects of specific **DCI's.**

DCI's and **SEP's** are supported with *STEM Projects* that engage students in defining real world problems and developing and refining solutions.



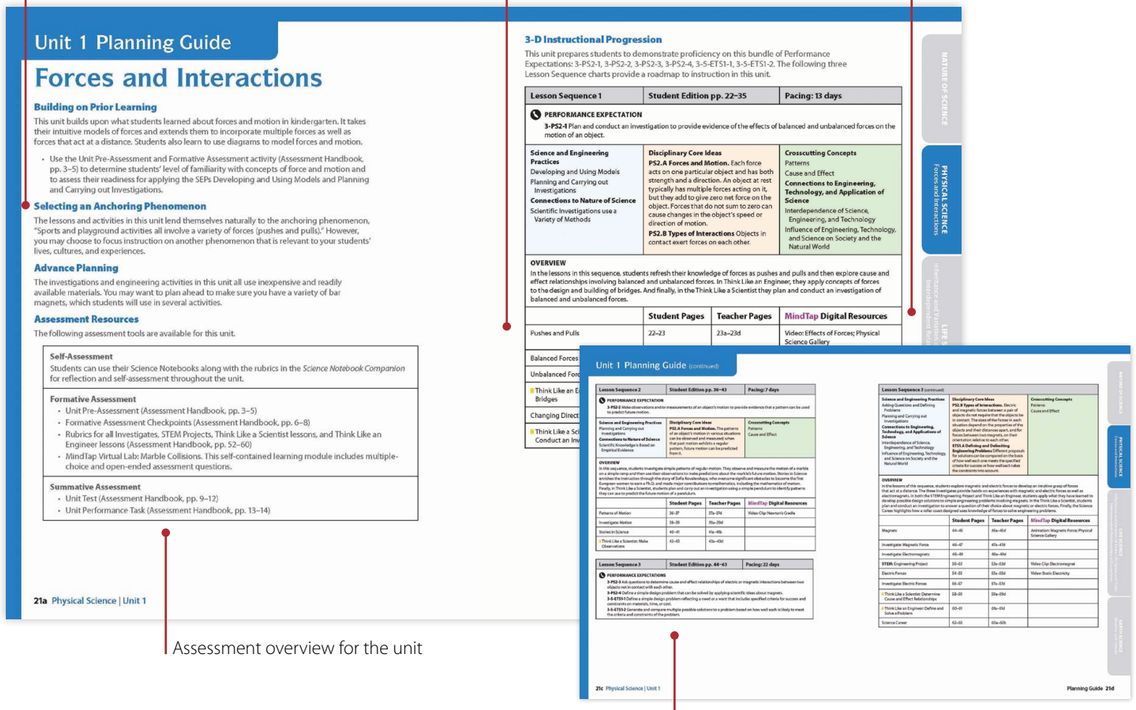
Performance Expectation activities are presented in *Think Like a Scientist* and *Think LIke an Engineer* lessons that engage students in applying all 3 Dimensions in one hands-on **performance task.**

Lesson Sequences Target Performance Expectations

Anchoring Phenomenon for the unit

These lessons focus on preparing students for the **Performance Expectation**

MindTap Digital Resources include videos and Virtual Labs



Assessment overview for the unit

Every lesson builds towards a specific **Performance Expectation**

MINDTAP
From Cengage

MindTap Digital Lesson Enhancements

DCI's and **SEP's** come to life even more in the MindTap interactive lessons, Virtual Labs, and Explorer videos. Students experience the 3-Dimensions digitally to further prepare them for mastering the **Performance Expectations.**

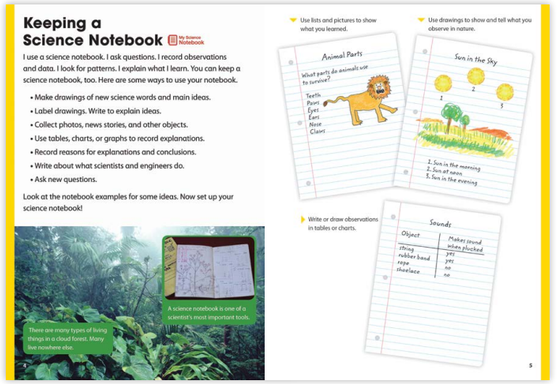
Interactive Digital Lessons

Virtual Labs

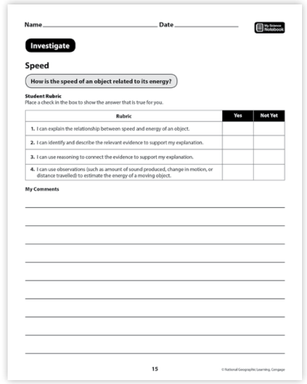
Assessments in a Variety of Formats

Exploring Science California provides teachers with a variety of self-assessments, formative assessments, and summative assessments to support instruction and to assess student progress.

Student Self-Assessment



Science Notebooks help students monitor their own learning and reflect on their thinking and understanding of key concepts and practices.


Name _____ Date _____

Investigate

Speed

How is the speed of an object related to its energy?

Student Rubric
Place a check in the box to show the answer that is true for you.

Rubric	Yes	Not Yet
1. I can explain the relationship between speed and energy of an object.		
2. I can identify and describe the relevant evidence to support my explanation.		
3. I can use reasoning to connect the evidence to support my explanation.		
4. I can use observations (such as amount of sound produced, change in motion, or distance travelled) to estimate the energy of a moving object.		

My Comments

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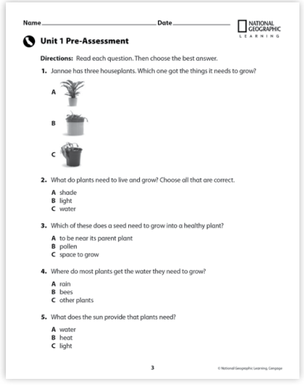
Student Rubrics for each type of hands-on lesson are available in the Science Notebook Companion. Students monitor their progress and record comments and questions in their notebooks.

Formative Assessment

Formative assessment is available in the student book *Wrap It Up!* questions for each lesson and in the Assessment Handbook. The Assessment Handbook includes:


Name _____ Date _____

Unit 1 Pre-Assessment

Directions: Read each question. Then choose the best answer.

1. Jannoe has three houseplants. Which one got the things it needs to grow?
   A
   B
   C
2. What do plants need to live and grow? Choose all that are correct.
   A shade
   B light
   C water
3. Which of these does a seed need to grow into a healthy plant?
   A to be near its parent plant
   B pollen
   C space to grow
4. Where do most plants get the water they need to grow?
   A rain
   B bees
   C other plants
5. What does the sun provide that plants need?
   A water
   B heat
   C light

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Unit Pre-Assessments help assess student prior knowledge of the **DCI's** for the unit.


Name _____ Date _____

Unit 4 Opening Activity

What are properties of matter?

Directions: Matter is all around us. All matter has properties. A property is what something is like. What do you know about properties of matter? Read the bold word below, ***Property***. For each letter of the word, write a statement about the topic.

PROPERTY

P _____

R _____

O _____

P _____

E _____

R _____

T _____

Y _____

Directions: Review what you wrote. Put a check mark √ next to the sentences you are most sure about. Put an X next to the sentences you are least sure about. Next, you will learn more about the properties of matter. Then you will have a chance to revise what you wrote based on what you've learned and how your thinking has changed.

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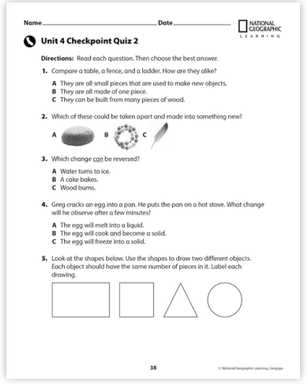
Unit Opening Activities provide additional insight into student thinking about **DCI's** and their readiness to apply one or more of the **SEP's** targeted in the unit.


Name _____ Date _____

Unit 4 Checkpoint Quiz 2

Directions: Read each question. Then choose the best answer.

1. Compare a table, a fence, and a ladder. How are they alike?
   A They are all small pieces that are used to make new objects.
   B They are all made of one piece.
   C They can be built from many pieces of wood.
2. Which of these could be taken apart and made into something new?
   A B C
3. Which change can be reversed?
   A Water turns to ice.
   B A cake bakes.
   C Wood burns.
4. Greg cracks an egg into a pan. He puts the pan on a hot stove. What change will he observe after a few minutes?
   A The egg will melt into a liquid.
   B The egg will cook and become a solid.
   C The egg will freeze into a solid.
5. Look at the shapes below. Use the shapes to draw two different objects. Each object should have the same number of pieces in it. Label each drawing.

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Quizzes provide a formative check of students' learning at the end of each lesson sequence.

Grades K–6

Available in English and Spanish

Summative Assessment

The Assessment Handbook provides multiple summative assessment components to measure student progress and mastery of the 3-Dimensions.


Name _____ Date _____

Unit 1 Performance Task

Animals Help Plants

Part 2: Draw Seeds Moving

Directions: Look at the drawings in Part 1 that show plant parts that have seeds. Think about the way seeds travel away from a parent plant, such as a tree or shrub. Draw a picture that shows a seed being moved by wind or by an animal. Include as many details in your drawing as you'd like.

Tell what your drawing shows.

My drawing shows _____.

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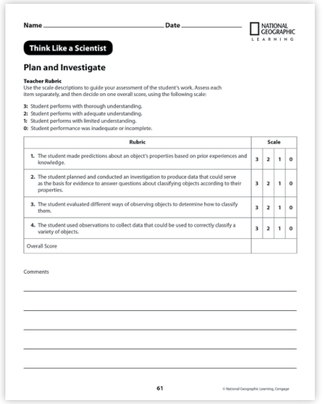
Unit Performance Tasks use a variety of formats that require students to demonstrate at least two of the three Dimensions associated with particular **Performance Expectations.**


Name _____ Date _____

Think Like a Scientist

Plan and Investigate

Teacher Rubric
Use the scale descriptions to guide your assessment of the student's work. Assess each item separately, and then decide on one overall score, using the following scale:

3: Student performs with thorough understanding.
2: Student performs with adequate understanding.
1: Student performs with limited understanding.
0: Student performance was inadequate or incomplete.

Rubric	Scale
1. The student made predictions about an object's properties based on prior experiences and knowledge.	3 2 1 0
2. The student planned and conducted an investigation to produce data that could serve as the basis for evidence to answer questions about classifying objects according to their properties.	3 2 1 0
3. The student evaluated different ways of observing objects to determine how to classify them.	3 2 1 0
4. The student used observations to collect data that could be used to correctly classify a variety of objects.	3 2 1 0
Overall Score	

Comments

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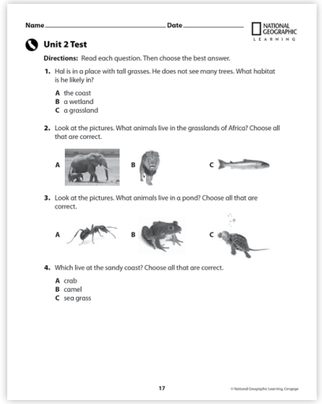
Rubrics for all *Investigate* activities, *STEM Projects*, *Think Like a Scientist*, and *Think Like an Engineer* activities align with the CA NGSS.


Name _____ Date _____

Unit 2 Test

Directions: Read each question. Then choose the best answer.

1. Hal is in a place with tall grasses. He does not see many trees. What habitat is he likely in?
   A the coast
   B a wetland
   C a grassland
2. Look at the pictures. What animals live in the grasslands of Africa? Choose all that are correct.
   A B C
3. Look at the pictures. What animals live in a pond? Choose all that are correct.
   A B C
4. Which live at the sandy coast? Choose all that are correct.
   A crab
   B camel
   C sea grass

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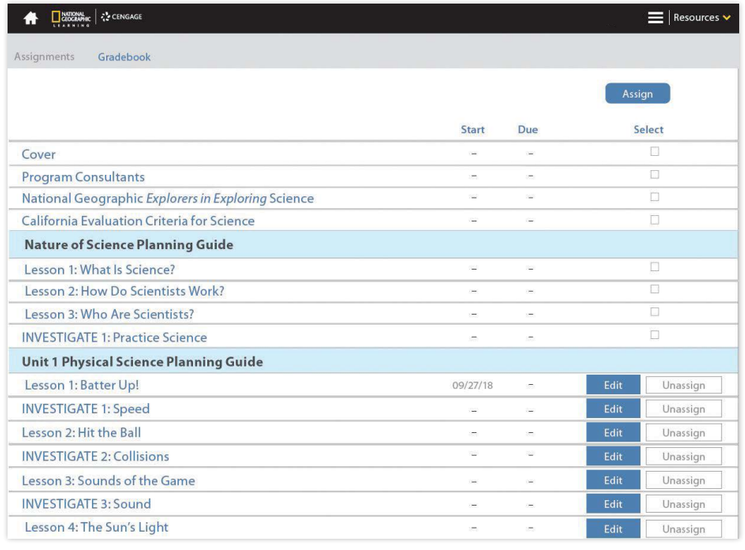
Unit Tests use a combination of constructed response and selected response items to assess student mastery of the targeted **Performance Expectation.**

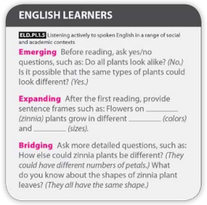
MINDTAP
From Cengage

MindTap Digital Gradebook

The MindTap Gradebook and its analytics tools allow teachers to track and analyze an individual student's progress and view the class grades for each activity. Teachers can view assignment details such as the distribution of answers by item, view the scores and answers for each individual student, and categorize assignments for different assessments.



Integrated Literacy

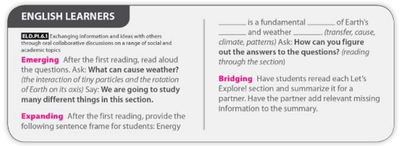

ENGLISH LEARNERS

ELD.PI.5 Listening actively to spoken English in a range of social and academic contexts

Emerging Before reading, ask yes/no questions, such as: Do all plants look alike? *(No.)* Is it possible that the same types of plants could look different? *(Yes.)*

Expanding After the first reading, provide sentence frames such as: Flowers on _____ *(zinnia)* plants grow in different _____ *(colors)* and _____ *(sizes)*.

Bridging Ask more detailed questions, such as: How else could zinnia plants be different? *(They could have different numbers of petals.)* What do you know about the shapes of zinnia plant leaves? *(They all have the same shape.)*


ENGLISH LEARNERS

ELD.PI.5 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

Emerging After the first reading, read aloud the questions. Ask: **What can cause weather?** *(the interaction of tiny particles and the rotation of Earth on its axis)* Say: **We are going to study many different things in this section.**

Expanding After the first reading, provide the following sentence frame for students: Energy _____ is a fundamental _____ of Earth's _____ and weather _____ *(transfer, cause, climate, patterns)* Ask: **How can you figure out the answers to the questions?** *(reading through the section)*

Bridging Have students reread each Let's Explore! section and summarize it for a partner. Have the partner add relevant missing information to the summary.

ELD Support

The Teacher's Editions include support for the three CA levels of instruction: Emerging, Expanding, and Bridging. These strategies aid all students in improving academic vocabulary and their understanding of science content.


Literacy Through Science

Write Opinion Pieces

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is …*).

Present the book *Summer Is the Best!*, a persuasive writing mentor text. Discuss what an opinion is, sharing examples. Point to the title of the book, reading it aloud. Explain that the title gives an opinion. Connect with students' background knowledge by reviewing the types of weather you've already studied: sunny, cloudy, and windy weather. Share that summer is a season that can have different kinds of weather. Have students


3 **Draft your report.**

Your report will be in the form of a booklet, poster, or computer slide presentation. In your report, summarize the main ideas. The information you present should be in your own words. Your report should include the following for each product:

- the name and picture of the product
- an explanation of how the product works or what it does
- a description of who can use the product and the advantages and disadvantages of it
- a description of how the product affects the environment
- two interesting facts about the product

Review and revise the draft of your report to make it the best it can be. Do more research to add additional information as needed. Make the final draft of your booklet, poster, or computer slide presentation.

4 **Present your report.**

Work with your partner to decide who will give each part of the presentation. Decide how you will display visual information.

Practice giving your part of the report aloud. Your oral presentation should express main ideas that are supported by significant details. Ask your partner to give you feedback you can use to make your part of the presentation better.

With your partner, present your report to the class. Put information in a logical order. Use descriptions, facts, and details to describe the wind and solar products. Remember to give two additional interesting facts about each product.

Listen as your classmates present their reports. How many different wind and solar energy products did your classmates identify and report on?

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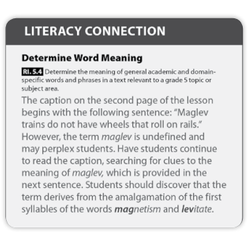
Writing for Science

Writing is incorporated throughout *Exploring Science California* as students interact with their Science Notebooks for each lesson. Grades K–2 use *Write About Science* Big Books for writing practice.

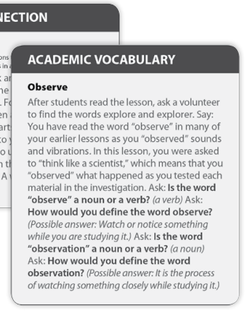
STEM Research Projects for grades K–6 include report writing and shared media such as posters, booklets, or slide presentations.


LITERACY CONNECTION

Determine Word Meaning

RI.K.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

The caption on the second page of the lesson begins with the following sentence: "Maglev trains do not have wheels that roll on rails." However, the term *maglev* is undefined and may perplex students. Have students continue to read the caption, searching for clues to the meaning of *maglev*, which is provided in the next sentence. Students should discover that the term derives from the amalgamation of the first syllables of the words ***mag****netism* and ***lev****itate*.


LITERACY CONNECTION

Use Key Details

RI.K.1 Ask and answer questions to help determine the meaning of words and phrases in a text.

Guide students to ask and answer questions to help them clarify the meaning of words or phrases in the text. For example, in the EXPLAIN section, when students read that animals use mouth parts in different ways, provide examples that apply to your students. Encourage students to use the words *crush, grind,* and *dig* in their answer. For example: A bird digs into tree bark.

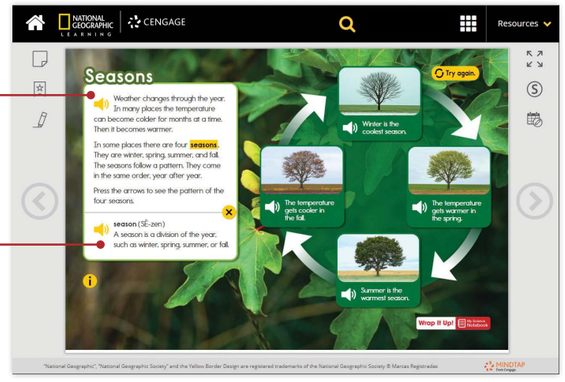
ACADEMIC VOCABULARY

Observe

After students read the lesson, ask a volunteer to find the words explore and explorer. Say: You have read the word "observe" in many of your earlier lessons as you "observed" sounds and vibrations. In this lesson, you were asked to "think like a scientist," which means that you "observed" what happened as you tested each material in the investigation. Ask: **Is the word "observe" a noun or a verb?** *(a verb)* Ask: **How would you define the word observe?** *(Possible answer: Watch or notice something while you are studying it.)* Ask: **Is the word "observation" a noun or a verb?** *(a noun)* Ask: **How would you define the word observation?** *(Possible answer: It is the process of watching something closely while studying it.)*

Literacy Support for Teachers

The Teacher's Editions provide additional Literacy Connection and Academic Vocabulary supports throughout the unit.



Text to speech audio support

On-screen definitions

MINDTAP
From Cengage

MindTap Digital Literacy Support

The MindTap digital platform includes pop-up definitions for vocabulary words as well as a built-in text reader for extra audio support. Students can also highlight key content and take notes digitally.

Exploring Science Through Literacy

Exploring Science Through Literacy is an optional library of leveled readers that enriches the science curriculum by providing access for all students to a wide variety of informational texts.

- Support **Disciplinary Core Ideas**
- Differentiate content for three reading levels
- Extend the National Geographic experience

Optional sets of readers for each grade present the same content and vocabulary at three reading levels. This allows students of all abilities to equally access **Disciplinary Core Idea** concepts and vocabulary.

Grade 3 example, from the title *Hidden Discoveries*


Answers in a Tube

Dr. Goodman is part of a team. The team is collecting core samples at Caesarea. First, they pound a tube into the seafloor. Then it is pulled up. Layers of sand and gravel collect inside the tube. These layers of **sediments** have collected on the seafloor for hundreds or thousands of years. The **mixture** of sediments holds clues about the past.

Dr. Goodman was studying a core sample. She saw a layer of shells. Tests showed the age of the shells. They came from the time the harbor was destroyed.

Shells are often found in core samples. They are part of the sediment on the seafloor. A shell layer is usually as thin as your finger. This shell layer was almost 1 meter (3 feet) thick! Most of the shells were broken.

Dr. Goodman dives to the seafloor with the tube used to get the core sample.

12

Below-Level


Grade 3 530L
ISBN-13: 978-1-3378-7378-9
90000
9 781337 873789
888-915-3276 NGL.Cengage.com/school


Answers in a Tube

Beverly Goodman is part of a team. The team is studying core samples to find out what happened in Caesarea. To get a core sample, a tube is pounded into the seafloor. Then the tube is pulled up. Inside it are layers of **sediments** that have collected on the seafloor for hundreds or thousands of years. Looking at the **mixture** of sand, gravel, and other sediments is like looking back in time.

Dr. Goodman found a layer of shells in the core sample she was studying. Tests showed that the shells came from the time the harbor was destroyed. Dr. Goodman knew this shell layer had a story to tell.

It's not unusual to find shells in a core sample. Shells are part of the sediment that collects on the seafloor. Usually a shell layer is as thin as your finger. Dr. Goodman was staring at a layer nearly 1 meter

Dr. Goodman dives to the seafloor with the tube used to get the core sample.

12

On-Level


Grade 3 650L
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Answers in a Tube

Beverly Goodman is part of a team of scientists studying core samples at Caesarea to figure out what happened in the past. A core sample is taken by pounding a tube into the seafloor. When the tube is pulled up, it contains layers of **sediments** that have collected on the seafloor for hundreds or thousands of years. Looking down through the **mixture** of sand, gravel, and other sediments is like looking back in time.

That's what Dr. Goodman was doing when she found something astonishing. It was a layer of shells. Tests showed that the shells all came from the time the harbor was destroyed. Dr. Goodman knew this shell layer had a story to tell.

Shells in a core sample are not unusual. After all, shells are part of the mixture of sediments that collect on the seafloor. Normally a shell layer is as thin as your finger. Yet Dr. Goodman was staring at a layer nearly 1 meter (3 feet) thick! Almost all the shells were broken.

Dr. Goodman dives to the seafloor with the tube used to get the core sample.

The whole tube, with the sediments inside, is sliced in half.

12 13

Above-Level


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The content and vocabulary is the same for each leveled reader, but the text complexity and length varies.

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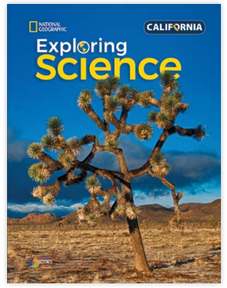
Balanced Instruction to Meet the Needs of Your Classroom

Exploring Science California is smartly designed to fit the needs of any school or classroom with flexible components and a broad range of content lessons, hands-on investigations, and literacy options.

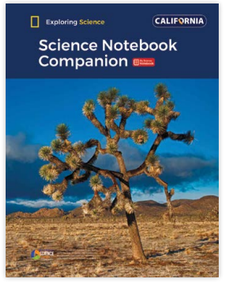
Flexible Print and Digital Paths

Print

Big Books for Kindergarten



Hard cover student books for Grades 1–6



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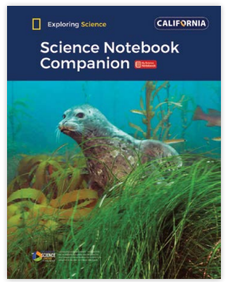
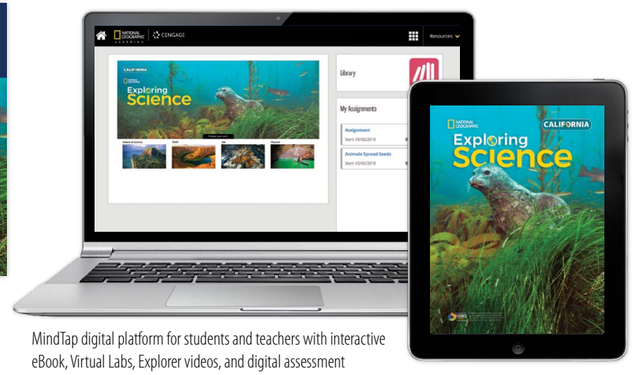
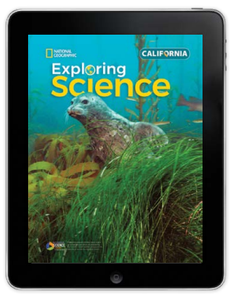


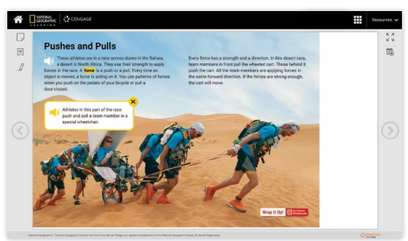
Science Notebook Companion

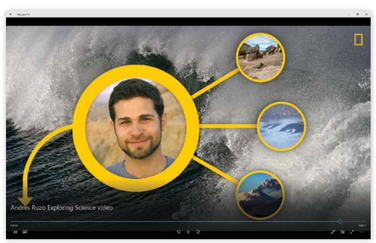


MindTap digital platform for students and teachers with interactive eBook, Virtual Labs, Explorer videos, and digital assessment

Digital Path







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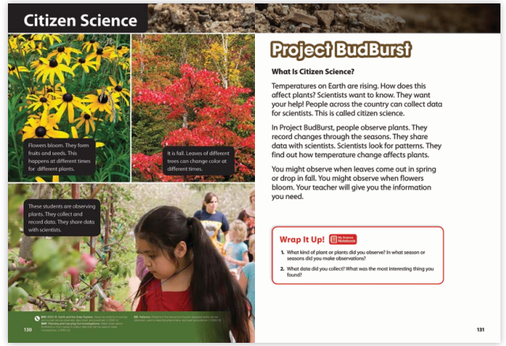
Integrated Hands-on Activities Balanced with Content

National Geographic-quality lessons targeting the **Disciplinary Core Idea** content are supported by a variety of hands-on investigations and activities.



Investigation Kits Available

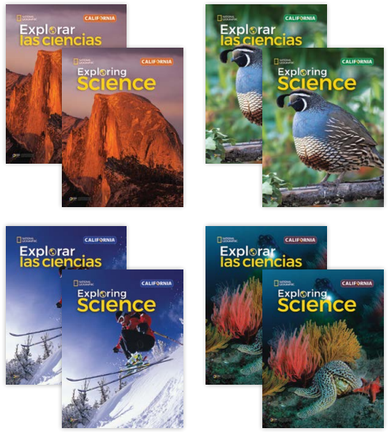
Available in Print, Digital, and Spanish

100% English and Spanish

All student resources and assessments are available in English and Spanish.

Core Components for Students

Kindergarten Big Books



Earth, Life, Physical, Let's Do Science

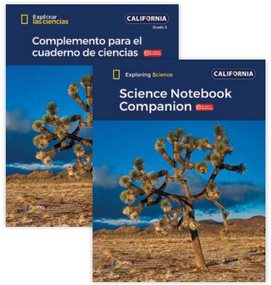
Hard Cover Student Books

Available in Print, Digital, and Spanish

Grade 1 | Grade 2 | Grade 3

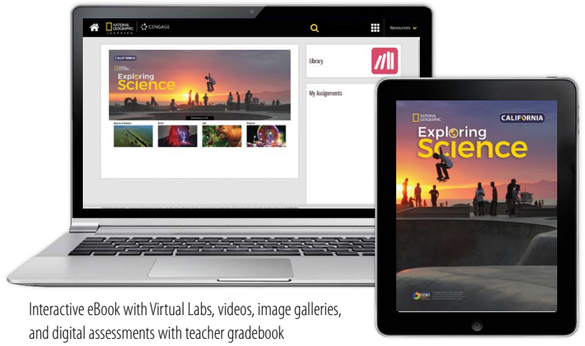
Grade 4 | Grade 5 | Grade 6

Science Notebook Companion



Includes black line master data tables and student rubrics

MindTap Digital



Interactive eBook with Virtual Labs, videos, image galleries, and digital assessments with teacher gradebook

Additional Components

Investigation Kits

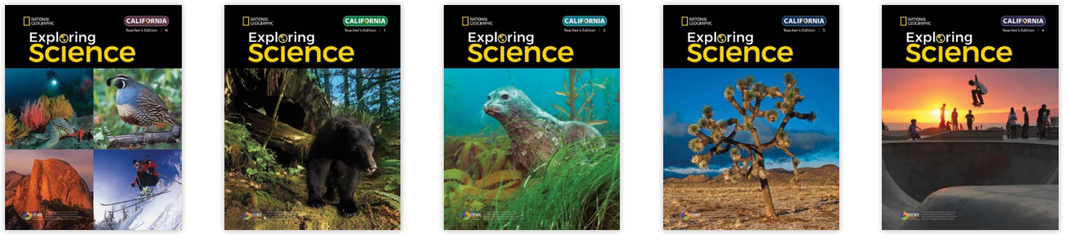
Investigation Kits are available for each grade which include all materials needed to conduct each *Investigate* activity, *STEM Project*, *Think Like a Scientist*, *Think Like an Engineer*, and *Science in a Snap* lesson.

Exploring Science Through Literacy

Leveled science readers provide additional opportunities to extend access to science informational texts

Core Components for Teachers

Teacher's Editions



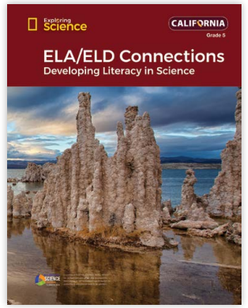
Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4

Grade 5 | Grade 6

Assessment Handbook

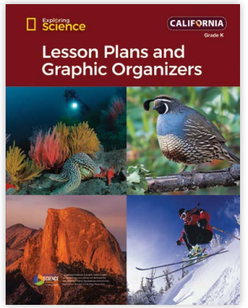
Includes Quizzes, Unit Pre-Assessments, Opening Activities, **Performance Tasks**, and Tests, as well as Teacher Rubrics for each type of hands-on lesson

ELA/ELD Connections



Includes scaffolded activities and more activities to develop literacy in science

Lesson Plans and Graphic Organizers



Includes an overview of each lesson and graphic organizer masters

MindTap Digital

Includes access to all student content and an interactive Teacher's Edition. It also includes the ability to create assignments, a robust gradebook with analytics, and a CA NGSS correlation tool.

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