KINDERGARTEN		
Forces and Interactions: Pushes and Pulls		**Connection to Anti-Idling Proposal**
K-PS2-1		
K-PS2-2		

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment		**Connection to Anti-Idling Proposal**
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	***Students will have the opportunity to be involved with*** *:* Learning about air as a natural resource, air quality issues, and pollution emitted from vehicles; air quality sampling on-site during status quo conditions; air quality sampling on-site post-implementation of the anti-idling campaign; peer discussion of how air quality affects living things
K-ESS2-2		
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.	***Students will have the opportunity to be involved with*** *:* Learning about air as a natural resource, air quality issues, and pollution emitted from vehicles; air quality sampling on-site during status quo conditions; air quality sampling on-site post-implementation of the anti-idling campaign; peer discussion regarding air quality and ecosystem needs, as well as group presentation of results
K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other llving things in the local environment.	Same as above but with the addition of a peer discussion on the role of anti-idling in improving air quality

Weather and Climate		**Connection to Anti-Idling Proposal**
K-PS3-1		
K-PS3-2		
K-ESS2-1		
K-ESS3-2		

FIRST GRADE		
Waves: Light and Sound		**Connection to Anti-Idling Proposal**
1-PS4-1		
1-PS4-2		
1-PS4-3		
1-PS4-4		

Structure, Function, and Information Processing		**Connection to Anti-Idling Proposal**
1-LS1-1		
1-LS1-2		
1-LS3-1		

Space Systems: Patterns and Cycles		**Connection to Anti-Idling Proposal**
1-ESS1-1		
1-ESS1-2		

SECOND GRADE		
Structure and Properties of Matter		**Connection to Anti-Idling Proposal**
2-PS1-1		
2-PS1-2		
2-PS1-3		
2-PS1-4		

Interdependent Relationships in Ecosystems		**Connection to Anti-Idling Proposal**
2-LS2-1		
2-LS2-2		
2-LS4-1		

Earth's Systems: Processes that Shape the Earth		**Connection to Anti-Idling Proposal**
2-ESS1-1		
2-ESS2-1		
2-ESS2-2		
2-ESS2-3		

K-2. Engineering Design		**Connection to Anti-Idling Proposal**
K-2-ETS1-1		
K-2-ETS1-2		

K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	***Students will have the opportunity to be involved with*** *:* Learning about air as a natural resource, air quality issues, and pollution emitted from vehicles; air quality sampling on-site during status quo conditions; data gathering and analysis thereof; air quality sampling post-implementation of the anti-iding campaign; determining effectiveness of the measures implemented in the anti-idling campaign; peer reviewing conclusions drawn regarding the effectiveness and suitability of the anti-idling campaign, BUT students would likely need access to the results of other schools' sampling and anti-idling campaigns in order to more fully capture and compare characteristics of unique and creative design solutions.

THIRD GRADE		
Forces and Interactions		**Connection to Anti-Idling Proposal**
3-PS2-1		
3-PS2-2		
3-PS2-3		
3-PS2-4		

Interdependent Relationships in Ecosystems		**Connection to Anti-Idling Proposal**
3-LS2-1		
3-LS4-1		
3-LS4-3		
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.	***Students will have the opportunity to be involved with*** *:* Learning about air as a natural resource, air quality issues, and pollution emitted from vehicles; air quality sampling on-site during status quo conditions; data gathering and analysis thereof; air quality sampling on-site post-implementation of the anti-idling campaign; peer reviewing conclusions drawn between the consumption of fossil fuels and impacts on air quality, as well as the effectiveness of the anti-idling campaign in improving air quality; group presentation of findings

Inheritance and Variation of Traits: Life Cycles and Traits		**Connection to Anti-Idling Proposal**
3-LS1-1		
3-LS3-1		
3-LS3-2		
3-LS4-2		

Weather and Climate		**Connection to Anti-Idling Proposal**
3-ESS2-1		
3-ESS2-2		
3-ESS3-1		

FOURTH GRADE		
Energy		**Connection to Anti-Idling Proposal**
4-PS3-1		
4-PS3-2		
4-PS3-3		
4-PS3-4		
4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	***Students will have the opportunity to be involved with*** *:* Learning about air as a natural resource, air quality issues, and pollution emitted from vehicles; air quality sampling on-site during status quo conditions; data gathering and analysis thereof; air quality sampling on-site post-implementation of the anti-idling campaign; peer reviewing conclusions drawn between the consumption of fossil fuels and impacts on air quality, as well as the effectiveness of the anti-idling campaign in improving air quality; presentation of findings

Waves: Waves and Information		**Connection to Anti-Idling Proposal**
4-PS4-1		
4-PS4-3		

Structure, Function, and Information Processing		Connection to Anti-Idling Proposal
4-PS4-2		
4-LS1-1		
4-LS1-2		

Earth's Systems: Processes that Shape the Earth		Connection to Anti-Idling Proposal
4-ESS1-1		
4-ESS2-1		
4-ESS2-2		
4-ESS3-3		

FIFTH GRADE

Structure and Properties of Matter		Connection to Anti-Idling Proposal
5-PS1-1		
5-PS1-2		
5-PS1-3		
5-PS1-4		

Matter and Energy in Organisms and Ecosystems		Connection to Anti-Idling Proposal
5-PS3-1		
5-LS1-1		
5-LS2-1		

Earth's Systems		Connection to Anti-Idling Proposal
5-ESS2-1		
5-ESS2-2		
5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	***Students will have the opportunity to be involved with*** *:* Learning about air as a natural resource, air quality issues, and pollution emitted from vehicles; air quality sampling on-site during status quo conditions; data gathering and analysis thereof; audience engagement regarding air pollution from vehicle emissions; air quality sampling on-site post implementation of the anti-idling campaign; assessing effectiveness of the measures implemented; soliciting feedback on the anti-idling campaign post-implementation; presenting findings on both the effectiveness of the campaign in improving air quality and the suitability of the campaign from the audience perspective

Space Systems: Stars and the Solar System		Connection to Anti-Idling Proposal
5-PS2-1		
5-ESS1-1		
5-ESS1-2		

3-5. Engineering Design		Connection to Anti-Idling Proposal
3-5-ETS1-1		
3-5-ETS1-2	Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	***Students will have the opportunity to be involved with*** *:* Learning about air as a natural resource, air quality issues, and pollution emitted from vehicles; air quality sampling on-site during status quo conditions; data gathering and analysis thereof; audience engagement regarding air pollution from vehicle emissions; identifying limitations on the financial resources available for the campaign; determining effectiveness of the measures implemented; identifying caveats of the technology used to take ambient air quality samples; soliciting feedback on the anti-idling campaign post-implementation; peer reviewing conclusions drawn regarding the effectiveness and suitability of the anti-idling campaign; presenting findings and further/alternative recommendations BUT students would likely need access to the results of other schools' sampling and anti-idling campaigns in order to more fully capture characteristics of unique and creative design solutions.
3-5-ETS1-3		