

Earth and Space Science Standard: Students develop an understanding of the basic features and processes of the earth, the composition and structure of the universe, and their interactions.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. describes the observable properties and behavior of water (transparency, shapelessness, absorption, interaction with other materials, movement). 2. describes Earth’s water cycle. (21 st - T)	I can... 1. observe and describe the properties and behavior of water. 2. draw, label, and explain Earth’s water cycle.	1. •Record or tell about the properties and behavior of water using descriptive words. •St Sh: Water on Surfaces, Surface Tension, Water on a Slope, Build a Thermometer, Sinking & Floating, Water in Earth Materials, Putting Water to Work, Comparing Water •I√: Investigation 1 - #16-18, Investigation 2 – #22, 23, Investigation 3 - #31-35 •Draw, label, and explain Earth’s water cycle. •I√: Investigation 3 - #30, Investigation 4 – #40, 43, 44

☞ = opportunities to integrate Technology Literacy
 ★ = SEB assesses this skill
 ☒ = technology assesses this skill
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(21st -F)=Financial Literacy
 (21st-E)=Employability Skills
 (21st-T)=Technology Literacy
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Science as Inquiry Standard: Students develop an understanding of scientific inquiry as they combine processes and scientific knowledge with scientific reasoning and critical thinking.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. generates questions and predictions that can be answered through scientific investigation. 2. can set up and safely conduct scientific investigations. 3. locates and uses resources to help with investigations. 4. uses appropriate tools, mathematics, and technology to gather, process, and analyze data. ☞ (21 st -T) 5. communicates investigations and explanations. (21 st -E,T)	I can... 1. ask questions and make predictions that can be answered through scientific investigations. 2. organize, set up, and safely carry out scientific investigations. 3. use written materials, living, and non-living resources to investigate questions. 4. use tools, mathematics, and technology to gather, process, and interpret data from scientific investigations. 5. describe investigations, record data, and explain results.	Formative <ul style="list-style-type: none"> teacher observations of student performance. student sheets, lab notebooks, written work (cooperative work). student response sheets: individual drawings, reflections, and I checks. other Foss websites, teacher developed, cross-curricular. Summative <ul style="list-style-type: none"> written, performance, and portfolio assessments. make growth chart for plants on Excel Smartboards for sorting Powerpoint/Pixie

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Life & Environmental Science Standard: Students develop an understanding of the characteristics, structures, and functions of living organisms, the processes of life, and how living organisms interact with each other and their environments.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. observe and identify the characteristics of living organisms and use that information to classify them. 2. describes how the structures of living organisms help them grow, survive and reproduce. (21 st -T) 3. observes and describes the life cycles of living organisms. (21 st -T)	I can... 1. a. observe and describe the properties of living things. b. compare and contrast living organisms. 2. label the structures of living organisms and describe their functions. 3. draw the stages of an organism's life cycle.	1. a. •Record or tell about the properties of living things using descriptive words. •St Sh: Comparing Seeds, The Sprouting Seed •I√: Investigation 1 – #12, 14 b. •Compare properties & structures of living organisms on graphic organizer •St Sh: Comparing Germinated Seeds, Comparing Beetles and Crayfish •I√=Investigation 5: #52 2. •List or draw things that living organisms need to grow and survive. •St Sh: Planning a Crayfish Habitat •I√: Investigation 1 - #16, 18, 19, 20, Investigation 2 - #21, 24, 29, Investigation 3 - #33, 35, 38, Investigation 5 - #49, 55 3. •Using a diagram to label structures and explain functions. •St Sh: The Soaked Seed, Crayfish Structures, Bess Beetle Observations •I√: Investigation 1 - #17, Investigation 2 – #22, 28, Investigation 3 - #31, 34, Investigation 5 - #50, 51 4. •Draw or use sequence cards to show the life cycle of an organism. •St Sh: Bean Life Cycle •I√: Investigation 2 - #24, 25, Investigation 5 - #56

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Physical Science Standard: Students develop an understanding of the structures and properties of matter, motion and force, energy types and sources, and their changes.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> can identify the three states of water: solid, liquid and gas. describes how water can be changed from one state to another by heating or cooling and yet the amount remains the same (conservation of matter). can identify the observable properties of sound. demonstrates how sound is produced. (21st -T) explains the difference between volume and pitch and how they can be changed. (21st -T) can list the three states of matter: solid, liquid, and gas that sound travels through. (21st -T) 	<p>I can...</p> <ol style="list-style-type: none"> give an example of water in each of the states of matter: solid, liquid and gas. describe how water can be changed from one state of matter to another and yet the amount remains the same. observe and describe the properties of sound. describe how sound is produced. explain the difference between volume and pitch and how they can be changed. describe the materials that sound travels through and how the material affects the sound. 	<ol style="list-style-type: none"> •Draw or label examples of each state of matter: solid, liquid, gas. •I√: Investigation 3 - #38 •Record or tell how water can be changed from one state of matter to another. •St Sh: Observing Ice, Evaporation Location, Condensation Observations •I√: Investigation 2 - #25, 28, Investigation 3 - #32, 33, 34, 35, 36, 39 •Record or tell about the properties of sounds using descriptive words. •St Sh: Drop Challenge, •Response Sheets •Record or tell how sound is produced. •St Sh: The Tuning Fork, The Long Gong •Using a sound source, demonstrate volume and pitch and how they can be changed. •St Sh: The Tone Generator, The Waterphone, The Xylophone, The Kalimba, The String Beam, •Response Sheets •Demonstrate how sound travels and compare how different materials affect sound. •St Sh: The Tuning Fork, Sounds Through Air, Sounds Through Water, Sounds Through Solids: Wood & String

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