

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. can identify environmental factors and investigate how changes to the environment can be beneficial and/or harmful. 2. determines preferences for living organisms and optimum environmental conditions. 3. compares similarities and differences of major biomes; defining the specific environmental factors that create a biome. ☞ (21 st -T)	I can... 1. identify environmental factors and how changes to the environment can be helpful or harmful. 2. explain and give examples of preferred and optimum environments for living organisms. 3. compare and contrast major biomes of the world.	1. terrarium map, comparison data on the affect of different amounts of water and/or light on plant growth, assessment chart inv. 2, St.Sh. #10 Plant observations (Inv 2), I√ =Inv 1-2 # 11, 13, 15, 17-19, I√ = Inv 3 #20, I√ = Inv 4-5 # 33, I√ = Inv 6 #37, Posttest 1-10 2. preference and optimal living conditions for isopods, beetles, brine shrimp, and plants, Response Sheets - Bugs and Beetles, Plant Observations, Brine Shrimp Hatching, Salt Of the Earth 3. biome maps and note taking graphic organizer

☞ = opportunities to integrate Technology Literacy
 ★ = SEB assesses this skill
 📱 = technology assesses this skill
 ☒ = not reported

(21st-F)=Financial Literacy
 (21st-E)=Employability Skills
 (21st-T)=Technology Literacy
 (21st-C)=Civic Literacy
 (21st-H)=Health Literacy




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>I Can Statement:</i>	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> 1. uses a science notebook to ask questions, describe, compare, predict, draw conclusions, and communicate scientifically. ☞ (21st -E, T) 2. plans and safely conducts scientific investigations. 3. uses appropriate scientific tools and mathematics to collect and interpret data. ☞ (21st -T) 4. understands that only one variable should be studied in any experiment. 5. uses evidence to communicate a reasonable explanation for experiment results. 6. compares and contrasts individual and class evidence. ☞ (21st -T) 	<p>I can...</p> <ol style="list-style-type: none"> 1. a. use a science notebook to ask questions, record, and label my data on tables and graphs. 1. b. use data to make predictions and explain relationships. 2. plan and safely carry out science experiments. 3. use appropriate scientific tools and mathematics to collect and interpret data. 4. explain why only one variable is changed during in an investigation and the importance of repeating the investigation. 5. use evidence to give a reasonable explanation for the experiment results. 6. compare and contrast group results with class data. 	<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 • Group and class discussions about experiment evidence and results • Written, performance, and portfolio assessments

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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"> uses laboratory tools, techniques and mathematics in scientific investigations. conducts experiments investigating the properties of matter. (21st -E) conducts experiments using systems and variables. (21st -E, T) explains and gives examples of how forces are related to an object in motion. (21st -E, T) 	<p>I can...</p> <ol style="list-style-type: none"> use tools to accurately measure liquids and solids and graph results. <ol style="list-style-type: none"> explain and give examples of separating mixtures. explain and give examples of solutions and saturation. explain and give examples of concentration of solutions. identify when a chemical reaction has happened. build a system and explain how changing one variable at a time affects the outcome of the system. explain and give examples of how forces affect the motion of an object. 	<ol style="list-style-type: none"> St.Sh. Thinking About Mixtures, measure liquids and solids with balance/gram pieces, graduated cylinder, and filters, student data tables and graphs <ol style="list-style-type: none"> separating mixtures using screen, filter, and evaporation, Response Sh.—Separating Mixtures dissolving a solid in a solvent, saturation of a solution, conservation of matter, evaporation, and crystal formation, Response Sh.—Reaching Saturation concentration of a solution, evaporation, and crystal formation, Response Sh.—Concentration Response Sheet –Fizz Quiz 3-5. <ul style="list-style-type: none"> Swingers Picture Graph Response Sheet- Investigation 1 Lifeboat Inspection experiments Design an Experiment: Plane Sense Flipping Aluminum Balls experiments build a pendulum system, lifeboat system, plane system, and flipper system.

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