

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>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. can identify repeating patterns and cycles of nature (weather, seasons, sun/earth). 2. uses tools to measure and compare observable properties of earth materials.	I can... 1. use tools to measure and compare earth materials. 2. give an example of a repeating pattern that happens in nature.	(Evidence from Pebbles, Sand and Silt Unit) <ul style="list-style-type: none"> • write, draw, or verbalize measurement and comparison of earth material properties • science journal • drawing/labeling • teacher observation • discussion • KWL chart • chart/table • Pebbles, Sand and Silt Foss kit

☞ = 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. (21 st -T)		
Student Learning Expectation:	<i>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. asks questions about objects and living organisms. 2. plans and conducts simple investigations. 3. uses tools and mathematics to gather and record data in order to form conclusions. (21 st -E) 4. uses data to construct a reasonable explanation. ☞ (21 st -E) 5. communicates observations and conclusions. (21 st -E)	I can... 1. ask questions about objects, living things, and our world. 2. plan and do an investigation. 3. use tools and mathematics to gather and record data. 4. draw or write my observations and conclusions. 5. describe my investigations and what I learned with my class.	<ul style="list-style-type: none"> • teacher observation • science journal • discussion • poster • model • report • chart

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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:
The student... 1. identifies basic needs of plants and animals. (21 st -T) 2. identifies properties of plants and animals. (21 st -T) 3. gives an example of how human and natural influences can affect an environment (people, weather, seasons).	I can... 1. list the basic needs of plants and animals. 2. identify properties of plants and animals. 3. tell how people, seasons, and weather can affect plants and animals in a habitat.	(Evidence from Woodlands Unit) <ul style="list-style-type: none"> • Performance – model of a woodland habitat • discussion • KWL chart • model • science journal • drawing/labeling • written report on student or teacher selected topic • ask questions • record and communicate observations and information • use scientific tools to study observable properties of plants and animals

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Student Learning Expectation:	<i>I Can Statement:</i>	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. predicts, measures and compares observable properties of objects. 2. draw or write my observations about what objects are made of and how they move. ☞ (21 st -T)	I can... 1. use tools to measure and compare objects. 2. draw or write my observations about what objects are made of and how they move.	(Evidence from Balls and Ramps Unit) <ul style="list-style-type: none"> • chart/table • drawings/labeling • teacher observation • science journal • Balls and Ramps student pages

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