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…	I can**…**	
1. identifies cyclical changes in the observations of the sun, moon, and the earth. (21st -E,T)	1. draw the moon, the seasons, and night/day changing patterns.	1. draw and label night/day, moon, and seasons of the earth patterns, KWL chart, Cycles Moon and Sun St. Sheet., Class Calendar
2. applies his or her knowledge of cycles to the seasonal changes of the earth and how they affect a biome. (21st -E,T)	2. give examples of how a biome changes with each season.	2. draw examples of what an wetland animal and plant looks like each season, KWL chart, Life in a Pond Mini Book, Wetlands Lesson Research Paper

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. asks questions about objects, organisms, and events in the environment. 2. plans and safely conducts simple investigations. 3. locates and uses, including mathematics, resources to help with investigations. (21st -T) 4. uses data to construct a reasonable explanation. (21st -T) 5. communicates observations and conclusions. (21st –E, T)	I can… 1. ask questions about objects, living things, and our environment to get information or solve problems. 2. plan and safely do investigations. 3. use tools, mathematics, technology, and other resources to investigate questions. 4. draw or write my observations and conclusions. 5. describe my investigation and use data to explain what I learned with my class	• teacher observation • science journal • discussion • poster • model • report • chart

= 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

Student Learning Expectation:	*I Can* Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
Physical Science Standard: Students develop an understanding of the structures and properties of matter, motion and force, energy types and sources, and their changes.		
~~describe the basic needs of living things.~~ **Student Learning Expectation:**	~~list the basic needs of plants and animals and explain why these needs are important.~~ ***I Can* Statement:**	~~Activity Sheet 2: Taking Care of My Caterpillar, Activity Sheet 3: Butterflies Need Food, and Wetlands Lesson Research Paper~~ **Ideas Regarding Acceptable Evidence of**
2. understands plant and animal life cycles.	2. draw or give examples of plant and animal life cycles.	2. Calendar discussions, St. Sh.: Caterpillar Changes, Observing My Caterpillar, Wetlands Life in a Pond, What Happens to the Caterpillar, The Life Cycle of a Butterfly, Life Cycle Drawing, Wetlands Lesson Frog and Toad, Life Cycle of a Frog hanging model, Assessment 3: Writing about the Life of a Butterfly
3. understand the interdependence of plants and animals in a habitat. 4. explains how animals and plants have special adaptations that help them thrive in different places. 5. discusses how changes to the environment of a living organism can be helpful and/or harmful.	3. tell how animals and plants live together in a habitat. 4. a. give examples of how animals' bodies help them survive in their habitat. b. give examples of how the parts of plants help them survive in their habitat. 5. describe how changes in a habitat can help or hurt animals and plants.	3-5. • Wetlands Lesson Research Paper • teacher observation • science journal • discussion • poster • model • report • chart

		Student Learning:
The student…	I can…	
1. understands that objects can be stable or unstable.	1. investigate and describe if an object is stable or unstable.	1. St.Sh.: Stable Positions, Assessment Checklist 2-3, Content Chart for all Balance investigations, St .Sh: *Stable Position*s, Balance Lab notebook page 6 reflection Triangle and Arch, Assessment Sheet 5 – end-of-module assessment, Portfolio Assessment Sheet 7, Assessment Checklist 2-3, Create and demonstrate stable positions with crayfish, triangle and arch, pencil and mobile, Lab notebook page 2 *T Chart*, page 3 drawings *Pencil Trick Drawings* ,*Mobiles Drawings* and Assessment Sheet 4 – end-of-module assessment
2. understand the position and motion of objects.	2. describe how an object moves from one position to another.	2. Record observations in science notebook, Assessment Checklist 2-3, Assessment Sheet 6 – end-of-module assessment, Assessment Checklist 2-3, Student Sheet 10 *Marble Runways,* Assessment Sheet 6 – end-of-module assessment
3. can change an object's position or motion by pushing or pulling.	3. explain how to change the motion of an object.	3. Observe students explorations of various objects and how they make them move.