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. understands that matter has properties that can be observed and described. (21st -T)	1. observe and describe various earth materials.	1. •St.Sh: Mock Rocks, Scratch Test, Calcite Quest, •I√- Inv. 1 Mock Rocks, I√ Inv. 2 & 3, Scratch Test & Calcite Quest, Foss Web Earth Materials Module
2. can give an example of how matter can change, but it is still in evidence. (21st -E)	2. a. describe the different forms of matter (solid, liquid, and gas). 2. b. give examples of how matter changes from one form to another.	2. •written, drawn, or verbal explanation of matter as a solid (crystal), liquid, and gas, •St.Sh: Mock Rocks and Calcite Quest 3. class discussion
3. understands that fossils are the remains of plants and animals of the past. (21st -T)	3. explain how fossils were formed.	

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(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 Can* Statement:**	**Ideas Regarding Acceptable Evidence of Student Learning:**
The student… 1. generates questions and predictions about scientific investigations. 2. can set up and safely conduct scientific investigations. (21st -T) 3. uses appropriate tools, mathematics and technology to gather, process, and analyze data. 🖱 4. understands that only one variable, at a time, should be studied in any experiment. 5. communicates investigations and explanations. (21st -E) 6. applies scientific knowledge to everyday life situations.	I can… 1. ask questions and make predictions in an investigation. 2. organize, set up, and safely carry out scientific investigations. 3. use tools, mathematics, technology, and other resources to gather, process, and interpret data from scientific investigations. 4. explain why only one variable is changed in an investigation. 5. summarize and share the evidence from the scientific investigations. 6. apply the results of my investigations to everyday life.	• Teacher observations of student performance. • Student sheets, lab notebooks, written work (cooperative work). • Student response sheets: individual drawings, reflections, and I checks (formative tests from Foss). • Other Foss websites, teacher developed, cross-curricular. • Written, performance, and portfolio assessments

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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…	I can…	
1. observes living organisms and investigates their systems and structures. (21st -E, H)	1. a. identify and describe the importance of different types of bones, muscles, and joints in the human body system.	1. a. I√ – Inv. 1 Bones, Mr. Bones , Human Body Survey/Posttest - #6, 8a, 8b & 10
	1. b. explain how bones, muscles, and joints work together for movement and survival.	1. b. I√ - Inv. 2 Joints, I√ - Inv. 3 Muscles, I√ - Inv. 4, Coordination Human Body Survey/Posttest – #1, 2a, 2b, 3, 4, 5, 7, & 9
2. applies information about the human body to daily health habits. (21st-H)	2. use what I've learned to have better health habits.	2. observation and discussion **Other Evidence Options** • class discussion • Teacher observations of student performance • Student sheets, lab notebooks, written work (cooperative work). • Student response sheets: individual drawings, reflections, and I-checks (formative tests from Foss). • Other Foss websites, teacher developed, cross-curricular.

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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…	I can…	
1. understands the properties of magnetic force. (21st -E)	1. a. identify magnetic force and how to increase and decrease the force.	1. a. •I√ - Inv. 1 The Force, •Survey/Posttest Magnetism & Electricity #1a, 3, 5, 9a, 14 & 15
	1. b. identify and explain how an electromagnet works.	1. b. •St. Response – Current Attractions, p. 19, •I√ - Inv. 4 Current Attractions, •Survey/Posttest Magnetism & Electricity # 4, 8, 9b & 10
2. understands the components, material choices, and purposes of electrical circuits and electricity. (21st -E, T)	2. a. identify and build different types of circuits.	2. a. •St. Response Making—Making Connections p. 21, •I√ - Inv. 2 Making Connections, •Survey/Posttest Magnetism & Electricity #1b, 8 & 12
	2. b. explain the difference between a conductor and an insulator.	2. b. •St. Response Advanced Connections p. 16, •I√ - Inv. 3 Advanced Connections, •Survey/Posttest Magnetism & Electricity #2, 6, 7, & 13,
	2. c. give examples of the every day use of electricity.	2. c. class discussion, student reflections, lab notebook.

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