

Science Standard 1: History and the Nature of Science					
ELP Standard/Level	Level 1 Negligible	Level 2 Very Limited	Level 3 Limited	Level 4 Intermediate	Level 5 Fluent
Oral (Speaking/Listening)	Listen to stories about the lives and discoveries of scientists of different cultures and backgrounds.	Begin to understand and recognize stories about the lives and discoveries of different cultures and backgrounds.	Participate in discussions about scientists and discoveries of different cultures and backgrounds.	Summarize the discoveries of scientists of different cultures and backgrounds.	Predict what life would be like without the scientific discoveries of scientists of different cultures and backgrounds.
Reading	Identify and sort science careers from a set of pictures.	Match the proper scientific tools with the proper science career (e.g. weather map with meteorologist)	Read and illustrate about a science career.	Compare and contrast different science careers within the community.	Create a presentation about a science career.
Writing	Label the pictures of new discoveries that have been made based on new knowledge.	Copy or match in writing a new discovery that has been made based on new knowledge.	State in writing a new discovery that has been made based on new information.	Maintain a journal about new discoveries made that have been a result of new information.	Evaluate the discoveries made and support your ideas.

Science Standard 2: Science as Inquiry					
ELP Standard/Level	Level 1 Negligible	Level 2 Very Limited	Level 3 Limited	Level 4 Intermediate	Level 5 Fluent
Oral (Speaking/Listening)	Identify pictures that depict proper and improper handling and safety techniques.	Listen to oral instructions and be able to demonstrate safe handling techniques. (e.g. demonstrate how to wash hands after conducting an experiment)	Restate by demonstrating rules for safe handling and caring for science materials.	Explain in detail safe handling procedures and/or lab safety rules to the class.	Analyze why safe handling rules and lab safety rules are important.
Reading	Search for facts that support simple descriptive words in science-related materials (eg. magazines, reference books, and the Internet, using pictures).	Locate facts that support simple statements in science-related materials (eg. magazines, reference books, and the Internet using visual clues).	Collect information from science-related materials (eg. magazines, reference books, and the Internet that support scientific statements).	Organize supporting information collected from science-related materials (eg. magazines, reference books, and the internet).	Compose a paper that reflects the supporting information collected from science-related materials (eg. magazines, reference books, and the Internet)
Writing	Draw and label scientific instruments and everyday materials (e.g. graduated cylinder, thermometer, magnets)	Match the scientific instrument with the correct use of the instrument. (e.g. metric ruler is used for linear measure)	Describe in writing how to use specific scientific instruments and everyday materials	Edit a paragraph about scientific tools where the author of the passage has used the scientific tools incorrectly.	Create an advertisement for a specific scientific tool; complete with a description of and instructions on how to use it

Science Standard 3: Unifying Themes					
ELP Standard/Level	Level 1 Negligible	Level 2 Very Limited	Level 3 Limited	Level 4 Intermediate	Level 5 Fluent
Oral (Speaking/Listening)	Listen to a discussion about changes in an object or system.	Demonstrate how changes occur in a system over time.	Describe and sequence changes that occur in a system or object over time.	Collect data that proves changes can occur in a system or object over time.	Compare and contrast changes that occur in an object or a system from its original state.
Reading	Observe using pictures how the parts of a system work within the entire system.	Match using visual clues the individual parts to the correct system.	Distinguish between parts of a system and an entire system	Demonstrate a specific task after reading a set of directions (eg. take apart or build mechanical, electrical, or biological systems)	Compare and contrast the relationship between the parts of a system to the whole system
Writing	Copy an object, event, or process from a model.	Match or copy observations of an object, event, or process from a model.	Describe in your own words an object, event, or process from a model.	Revise a model, event, or process that is incorrect to make it correct	Construct a variety of useful models of an object, event, or process

*Follow Content Standards

Science Standard 4: Subject Matter/Concepts					
ELP Standard/Level	Level 1 Negligible	Level 2 Very Limited	Level 3 Limited	Level 4 Intermediate	Level 5 Fluent
Oral (Speaking/Listening)	Listen to reasons why materials are eroded at different rates and respond using non-verbal communication.	Identify materials that are eroded by water and wind (e.g. sand, mud pile, and rocks).	Participate in class discussions and brainstorm about weathering and erosion.	Briefly explain how materials such as sand, mud, and rocks are eroded.	Demonstrate and explain how and why materials erode.
Reading	Illustrate by copying from a model or picture the relationships among organisms in an ecosystem (e.g. sequencing food chains).	Match organisms to the appropriate part of the ecosystem (e.g. plant is producer, animal is consumer, fungus is decomposer).	Classify using a model or picture the relationships of organisms in an ecosystem (e.g. producer, consumer, decomposer).	Sequence interactions in an ecosystem (such as food chains, predator-prey relationships).	Construct and explain models of habitats (eg. food chains, food webs).
Writing	Select the material with the highest density in liquids.	Note observations using simple descriptive words when exploring densities of materials in liquids.	Describe the density of materials in terms of relative densities (e.g. floating and sinking).	Chart and graph the relative densities of substances used in the science classroom.	Create a set of instructions to tell others how to determine the relative densities of substances.

Science Standard 5: Scientific Design and Application					
ELP Standard/Level	Level 1 Negligible	Level 2 Very Limited	Level 3 Limited	Level 4 Intermediate	Level 5 Fluent
Oral (Speaking/Listening)	Listen to discussions about the differences between natural and man-made objects using pictures and real world objects.	Participate in cooperative groups to list natural and man-made objects.	Classify natural and man-made objects based on characteristics.	Discuss with a small group the difference between natural and man-made objects.	Summarize the differences between natural and man-made objects.
Reading	Recognize the use of technology to gather data and communicate designs, results and conclusions.	Select appropriate technology to gather data and communicate designs, results, and conclusions.	Demonstrate the use of technology to gather and communicate designs, results, and conclusions.	Collect data through technology to communicate designs, result, and conclusions technology	Interpret data through technology to communicate designs, result, and conclusions using technology
Writing	Copy a list of the task requirements needed to find the solution to a problem	Match a simple problem and with a solution to a problem.	Describe the problem or task to be completed and the procedure needed.	Revise the procedure needed to solve a simple problem.	Evaluate the procedure need to solve a simple problem.

Science Standard 6: Science in Personal and Social Perspectives					
ELP Standard/Level	Level 1 Negligible	Level 2 Very Limited	Level 3 Limited	Level 4 Intermediate	Level 5 Fluent
Oral (Speaking/Listening)	Listen to different viewpoints on new ideas and valid information.	Respond to different viewpoints in a tolerant manner.	Participate in collaborative activities to discuss different viewpoints.	Analyze new and valid information and modify ideas if needed.	Evaluate the impact of different points of view (eg. health, population, resource, and environmental practices).
Reading	Understand the importance of the environment by using visual aids or real world experiences.	Construct a poster showing the importance of caring for the environment.	Sort proper and improper conservation practices.	Make predictions about the future of our environmental conditions.	Critique an article on conservation practices.
Writing	Looking at a sample, draw a picture of modern technology.	Use basic sentences to describe modern technology.	Compare and contrast life before and after the modern technology.	Describe in detail how modern technology impact daily lives.	Analyze the positive and negative effects of modern technology.