

Science Standard 1: History and 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)	Understand that scientists have historically repeated investigations to be sure of the results.	Recognize that the scientific community is influenced by the historical climate.	Restate the major historical scientific discoveries in chronological order.	Analyze major historical scientific discoveries and relate the response of the scientific community to a specific historical setting.	Explain how the historical climate influences the scientific community.
Reading	Identify scientific fields of study of diverse cultures.	Use basic sentences to describe a job/career from any scientific field of study.	Match careers with scientific fields of study.	Specify different jobs/careers that relate to a specific scientific field of study.	Provide evidence of how careers of diverse cultures relate with specific scientific fields of study.
Writing	Make a poster listing the characteristics and conditions in major scientific discoveries.	State in writing the characteristics and conditions in major scientific discoveries.	Summarize the characteristics and conditions in major scientific discoveries.	Describe scientific discoveries in detail using multiple written sources, including the Internet.	Defend the historical influences of scientific discoveries using graphic organizers.

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)	Name the safety techniques and proper equipment used to solve problems.	Demonstrate safety techniques and proper equipment used to solve problems.	Orally identify safety techniques and the use of proper equipment to solve problems	Explain safety techniques and the use of proper equipment to solve problems.	Listen and record the safety techniques and the use of proper equipment to solve problems.
Reading	Recognize the scientific processes and skills used to examine questions, choose a hypothesis, and maintain records.	Identify scientific processes and skills used to examine questions, choose hypothesis, and maintain records.	Demonstrate the skills used in the scientific process.	Describe scientific processes and skills used to examine questions, choose hypothesis, and maintain records.	Apply scientific processes and skills including the scientific method to make predictions and form a hypothesis.
Writing	Make posters related to scientific questions.	Label diagrams following the scientific process.	Create science exhibits with statements for each step of the scientific process.	Create science exhibits with descriptions of each step of the scientific process.	Create science exhibits with explanations of each step of the scientific process.

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)	Chart change over time and offer information from charts or graphs.	Describe differences over time based on information from charts or graphs.	Compare differences of change over time based on information from charts or graphs.	Summarize and present information from charts or graphs related to change.	Explain patterns of change over time based on evidence from charts or graphs.
Reading	Recognize models (e.g., physical or pictorial) of objects or systems and observe how variables affect their function.	Name physical or pictorial models of objects or systems and explain how variables affect their function.	Examine models (e.g., physical, pictorial) of objects or systems and realize that changing variables and/or scale affects its function.	Compare and contrast models of objects or systems and predict how variables affect their function (e.g. electrical).	Design models of objects or systems when given scale and defined variables and explain how variables affect their function (e.g., electrical).
Writing	Identify the influences of variations in scale on an object (e.g., flight characteristics of different-sized model airplanes).	Use basic sentences to note the effect of changes of scale on an object (e.g., flight characteristics of different-sized model airplanes).	Compare and contrast the influences of variations in scale on an object (e.g., flight characteristics of different-sized model airplanes).	Describe in detail how a variation in scale influences an object or how a system works (e.g., flight characteristics of different-sized model airplanes).	Explain the influence that a variation in scale will have on the way an object or system works (e.g., flight characteristics of different-sized model airplanes).

Science Standard 4: Science 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)	Match oral statements to scientific models (e.g., models of plant and animal cells).	Identify scientific models using illustrations and oral directions (e.g., models of plant and animal cells; simple parallel and series circuits).	Classify the basic parts of plant and animal cells (e.g., cytoplasm, cell wall, cell membrane, nucleus and chloroplasts) and explain simple parallel and series circuits based on illustrations and oral directions.	Explain a diagram of plant and animal cells and simple and series circuits.	Produce a model of a plant and animal cell and diagram simple and series circuits based on oral directions.
Reading	Match pictures of various cycles that provide energy with vocabulary (e.g., photosynthesis, food web).	Match pictures and phrases descriptive of cycles with vocabulary (e.g., nitrogen cycle).	Sequence or classify descriptive sentences by cycles or steps in the process (e.g., nitrogen cycle, decomposition).	Identify cycles or processes from descriptions from science text and scientific resources.	Summarize cycles (e.g., nitrogen cycle, decomposition, photosynthesis, food web) from science text and scientific resources.
Writing	Make posters identifying the symbols of elements and physical and chemical properties of matter.	State in writing the use the periodic table, to identify elements as solids, liquids, or gases.	Describe solids, liquids and gases and the chemical properties of matter using the periodic table.	Explain how properties of matter (e.g., specific heat, melting point and density) affect water.	Evaluate and defend how specific heat, melting point, and density affect solids, liquids, and gases.

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)	Name some of the materials that have been used in natural and designed structures.	Identify properties of materials used in natural and designed structures.	Present a poster identifying properties of materials used in natural and designed structures.	Predict the consequences of using inappropriate materials in natural and designed structures.	Explain how properties of inappropriate materials used in natural and designed structures impact the outcome.
Reading	Match pictures of materials used in natural and designed structures.	Respond to "What do you Know" questions regarding natural and designed structures based on graphic organizers and pictures.	Identify characteristics of natural and designed structures based on text and pictures.	Compare and contrast pictures of natural and designed structures using graphic organizers.	Interpret the impact of unavailable materials on natural and designed structures.
Writing	Draw a picture of properties used in natural and designed structures.	List the properties of materials used in natural and designed structures.	Describe the appropriateness of properties for materials used in natural and designed structures.	Describe in detail the consequences of using inappropriate materials in a natural or designed structure.	Create a natural or designed structure and defend in writing the use of alternative materials.

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)	Name global and local problems.	Relate science/technology/society effects to global and local problems.	Identify the effects and impacts of science and technology on global and local problems (e.g., mining, water quality).	Analyze the effects and impacts of science and technology on global and local problems.	Evaluate the effects and impacts of science and technology on global and local problems to make informed personal decisions.
Reading	Recall mass media reports of scientific developments and events.	Paraphrase mass media reports of scientific developments and events.	Construct a chart showing scientific developments and events in local area.	Interpret a chart showing scientific developments and events in local area.	Analyze the impact of a mass media report about a scientific development or event in local area. (e.g., impact on local watershed).
Writing	Make collages of positive and negative effects of technology on society.	State in writing the societal pressures that influence the direction of technological advances.	Compare and contrast the positive and negative effects of advances in technology on society	Describe in detail the positive and negative effects of advances in technology on society.	Analyze the societal pressures that influence the direction of technological advances that have positive or negative effects in your local area.