

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)	Listen to the history of science and the evolvement of scientific knowledge.	Identify and restate the history of science and the evolvement of scientific knowledge.	Restate the elements of the history of science and the evolvement of scientific knowledge.	Interpret the effect of the history of science and the evolvement of scientific knowledge	Summarize the knowledge taught on the history of science and the evolvement of knowledge
Reading	Recognize a list of facts on the history of science on the world and its evolvement.	Describe the facts on the history of science and its evolvement of scientific knowledge.	Sequence events in the history of science and its evolvement.	Categorize knowledge on the history of science and its development.	Predict how the history of science and its development may continue to evolve.
Writing	Make a poster displaying a historical timeline of scientific development.	Note observations on the history of science and its evolvement.	Provide basic information on the history of scientific evolvement.	Describe in detail the history of science and its evolvement.	Evaluate the importance of the history of scientific knowledge on the world.

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)	Understand that abilities are needed to do scientific inquiry (e.g. lab safety and procedure).	Identify the abilities needed to do scientific inquiry (e.g. lab safety and procedure).	Restate the abilities needed to do scientific inquiry (e.g. lab safety and procedure).	Present the abilities needed to do scientific inquiry in a lab situation (e.g. lab safety and procedure).	Summarize the abilities needed to do scientific inquiry (e.g. lab safety and procedure).
Reading	Name the abilities needed for scientific inquiry (e.g. lab safety and procedure).	Associate the abilities needed for scientific inquiry with their definitions (e.g. lab safety and procedure).	Demonstrate the use of the abilities needed for scientific inquiry (e.g. lab safety and procedure).	Organize the abilities of scientific inquiry as to their importance to the scientific method (e.g. lab safety and procedure).	Sequence the abilities of scientific inquiry to come to logical conclusions by inquiry methods (e.g. lab safety and procedure).
Writing	Label the abilities needed to do scientific inquiry (e.g. lab safety and procedure).	Note observations on the abilities needed for scientific inquiry (e.g. lab safety and procedure).	Describe the abilities needed for scientific inquiry (e.g. lab safety and procedure).	Restate in their own words the abilities needed to do scientific inquiry (e.g. lab safety and procedure).	Evaluate the need for abilities needed for scientific inquiry (e.g. lab safety and procedure).

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)	Understand the scientific processes needed to identify, construct, test, and evaluate systems, models, and changes.	Tell the scientific processes needed to identify, construct, test, and evaluate systems, models, and changes.	Present in a class discussion the scientific processes to identify, construct, test, and evaluate systems, models, and changes.	Interpret the needed to identify the scientific processes needed to construct, test, and evaluate systems, models, and changes.	Summarize the scientific processes needed to identify, construct, test, and evaluate systems, models, and change.
Reading	Recognize the scientific processes. (e.g. Identify, construct, test and evaluate systems, mode	Associate the scientific processes (e.g. identify, construct, test, and evaluate systems, models, and changes with their definitions).	Explain the scientific processes (e.g. identify, construct, test, and evaluate systems, models, and changes).	Sequence the scientific processes (e.g. identify, construct, test, and evaluate systems, models, and changes).	Justify the scientific processes (e.g. identify, construct, test, and evaluate systems, models, and changes)
Writing	Make a poster showing interactions of changes in systems (e.g. Ecology).	Note changes within systems (e.g. Ecology or watershed)	Compare and contrast changes within systems (e.g. Ecology or watershed)	Describe relationships or changes within systems (e.g. Ecology or watershed)	Create a persuasive paragraph defending the cause of the change within the system (e.g. Ecology or watershed).

Science Standard 4: Subject Matter and Concepts					
ELP Standard/Level	Level 1 Negligible	Level 2 Very Limited	Level 3 Limited	Level 4 Intermediate	Level 5 Fluent
Oral (Speaking/Listening)	Identify the effects of the movement of water on the earth's surface (e.g. velocity)	Compare the effects of movement of water on two different watersheds.	Select a watershed that is similar to yours and prepare to deliver the findings to the class.	Make predictions about how changes in particle size can affect flow of water.	Discuss how changes in particle size, slope and velocity affect water on the earth's surface.
Reading	Locate elements on the periodic table.	Predict physical and chemical properties of elements on the periodical table.	Classify elements on the periodic table according to their properties	Investigate the relationship between physical and chemical properties.	Categorize the elements of the periodic tables based on the physical and chemical properties.
Writing	Illustrate meiosis and mitosis while looking at a diagram.	Label the meiosis and mitosis processes.	Compare and contrast meiosis and mitosis.	Describe meiosis and mitosis in complete detail.	Explain and analyze the principles of genetics (e.g. DNA)

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)	Identify the scientific concept used in the development of simple technological innovations.	Brainstorm the developments of simple technological innovations.	Compare and contrast the scientific concepts of a simple technological innovation	Demonstrate the use of simple technology and its innovations	Summarize and explain simple technological innovations and their uses.
Reading	Compare natural and man-made objects	Classify natural and man-made objects.	Differentiate between man-made and natural objects with underlying knowledge of technological development	Collect man-made and natural objects and list their characteristics.	Critique the differences in these technological developments of a man-made object vs. a natural object (e.g. diamonds vs. synthetic)
Writing	State in writing a personal or societal need.	Identify and draw the scientific concepts underlying simple technological innovations.	Compare and test modifications to an engineering design that addresses a personal or societal need.	Interpret the finding based on the modification of an engineering design.	Evaluate an engineering design and make modifications to support your findings based on your personal and societal needs.

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)	Respond to an article about environmental issues and practices.	Brainstorm the long-term societal impact on the environment.	Compare the long-term societal impact on the environment and population.	Analyze the impact of different view points on the environment and population.	Predict the impact of poor environmental practice on the environment and population.
Reading	Recognize personal and societal benefits.	Describe personal and societal benefits.	Extract important information from articles relating to personal and societal benefits.	Specify the personal and societal benefits when examining health, environment, population and environmental issues.	Demonstrate the ability to evaluate personal and societal benefits when examining health, environment, population and environmental issues.
Writing	Identify public policies decisions.	State in writing a public policy decision related to environmental practices.	Compare and contrast a public policy decisions on environmental practice and health.	Restate a public policy decision as related to environmental practices.	Create a persuasive letter showing your support or opposition of a public policy decision related to health, population, resource and environmental issues.