

<b>Science Standard 1: History and Nature of Science</b>					
<b>ELP Standard/Level</b>	<b>Level 1 Negligible</b>	<b>Level 2 Very Limited</b>	<b>Level 3 Limited</b>	<b>Level 4 Intermediate</b>	<b>Level 5 Fluent</b>
<b>Oral (Speaking/Listening)</b>	Listen and respond to stories about scientist’s lives, careers, and discoveries.	Understand a few words/phrases about scientist’s lives, careers, and discoveries.	Orally identify main points of a story about scientist’s lives, careers, and discoveries.	Ask and answer questions about the lives, careers and discoveries of scientists after listening to stories.	Retell, in their own words, the main ideas of stories about scientist’s lives, careers, and discoveries’
<b>Reading</b>	Use pictures of scientists to gain understanding.	Answer simple questions about scientist’s lives, careers, and discoveries.	Sequence pictures representing stories about scientist’s lives, careers, and discoveries.	Classify scientist’s careers or discoveries.	Sequence sentences about a scientist’s, life, career, or discovery.
<b>Writing</b>	Draw or copy from a model relating to a scientist’s life, career, or discovery.	Match words or sentences to a topic related to a scientist’s life, career, or discovery.	Use descriptive vocabulary related to scientist’s life, career, or discovery.	Describe in detail a topic related to a scientist’s life, career, or discovery	Evaluate the usefulness scientific discoveries by writing a detailed paragraph.

\*Follow Content Standards

<b>Science Standard 2: Science as Inquiry</b>					
<b>ELP Standard/Level</b>	<b>Level 1 Negligible</b>	<b>Level 2 Very Limited</b>	<b>Level 3 Limited</b>	<b>Level 4 Intermediate</b>	<b>Level 5 Fluent</b>
<b>Oral (Speaking/Listening)</b>	Use words or phrases related to scientific instruments, safety, and the natural world.	Classify pictures of safe/unsafe or healthy/unhealthy conditions utilizing oral directions.	Restate in simple form uses of scientific instruments, safety, and the natural world.	Explain how to use scientific instruments properly.	Predict the outcome of improper use of scientific instruments.
<b>Reading</b>	Illustrate scientific tools and safety procedures.	Select words in big books or trade books associated with water or other natural resources (e.g., trees, weather).	Identify basic scientific tools and safety procedures.	Describe scientific instruments used to investigate the natural world.	Demonstrate the use of safety rules, and the use of safe and proper techniques for handling, manipulating and caring for science materials.
<b>Writing</b>	Collect and make a collage of natural objects found in the environment.	Match objects of pictures of different materials with their sources (such as rubber with trees)	Describe objects and events using the five senses to develop observational skills and make predictions based on personal observation.	Collect and record information in a variety of ways (e.g., weather calendar)	Evaluate and justify the usefulness of different produced goods from natural materials in the environment.

<b>Science Standard 3: Unifying Themes</b>					
<b>ELP Standard/Level</b>	<b>Level 1 Negligible</b>	<b>Level 2 Very Limited</b>	<b>Level 3 Limited</b>	<b>Level 4 Intermediate</b>	<b>Level 5 Fluent</b>
<b>Oral (Speaking/Listening)</b>	Associate models or representations with the natural world.	Select and Identify examples of changes that occur gradually within the environment.	Describe a series of changes that occur over time.	Predict changes that will occur in the natural world.	Draw conclusions about changes in the natural world.
<b>Reading</b>	Use pictures to make predictions	Make a model that represents the real thing.	Illustrate changes that occur gradually	Explain models that represent the real thing.	Draw conclusions about things that occur naturally.
<b>Writing</b>	Label some systems that are made of parts that interact with one another.	Match parts of the system to the whole system.	Identify and describe that systems are made of parts that interact with one another.	Interpret and record changes in the natural environment.	Analyze and explain observations and changes in the environment.

<b>Science Standard 4: Science Subject Matter/Concepts</b>					
<b>ELP Standard/Level</b>	<b>Level 1 Negligible</b>	<b>Level 2 Very Limited</b>	<b>Level 3 Limited</b>	<b>Level 4 Intermediate</b>	<b>Level 5 Fluent</b>
<b>Oral (Speaking/Listening)</b>	Use words or phrases to describe living and non-living things	Identify living and non-living things using pictures and/or models	Compare and contrast living and non-living things.	Categorize living and non-living things.	Evaluate the difference between living and non-living things
<b>Reading</b>	Draw and label pictures to show understanding of the movement of living things (e.g. land, air and water).	Match the correct type of movement with the appropriate living things (e.g. land, air and water).	Make predictions about the movement of living things (e.g. land, air and water).	Interpret the type of movement with the appropriate living things (e.g. land, air and water).	Summarize knowledge about movement of living things (e.g. land, air and water).
<b>Writing</b>	Draw a picture of a weather-related event	Note changes in weather/seasons by writing a sentence utilizing oral prompts	Chart and graph record changes in the weather.	Maintain a journal describing the changes in the weather	Analyze changes in the weather throughout the year

<b>Science Standard 5: Scientific Design and Application</b>					
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<b>Oral (Speaking/Listening)</b>	Understand the difference between real and man-made objects.	Label real and man-made objects.	Restate the meaning of real and man-made objects.	Classify real and man-made objects	Explain the difference between real and man-made objects.
<b>Reading</b>	Observe the uses of tools and appliances at home and at play.	Match appropriate tools and appliances with uses at home and at play.	Classify tools and appliances used at home and at play.	Retell the uses of tools and appliances at home and at play.	Compare and contrast the information about the uses of tools and appliances at home and at play.
<b>Writing</b>	Identify tools and appliances used at home and at play.	Match the correct tool to its use at home and at play.	Describe in writing the uses of tools and appliances at home and at play.	Compare and contrast uses of tools and appliances at home and at play.	Analyze the uses of tools and appliances at home and at play.

<b>Science Standard 6: Science in Personal and Social Perspectives</b>					
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<b>Oral (Speaking/Listening)</b>	Listen to the different viewpoints of science.	Retell the different viewpoints of science.	Participate in conversations concerning different viewpoints of science	Summarize the conversations discussed in class about different viewpoints of science	Describe the different viewpoints of science discussed in class.
<b>Reading</b>	Draw a picture that reflects taking responsibility for the environment (e.g. recycling poster).	Match pictures of conservation practices to the correct word.	Differentiate between good and bad conservation practices from pictures or reading a selection.	Demonstrate proper conservation practices by role playing (e.g. recycling, trash-pickup).	Summarize a short passage about respect and responsibility for the environment.
<b>Writing</b>	Make a collage of good environmental practices.	Observe changes in the environment from poor conservation practices.	Make exhibits showing both proper and improper conservation Practices.	Select a conservation practice and describe it in your own words (e.g. recycling, trash pick-up).	Summarize in writing the importance of conservation practices.