Science Indicators First Marking Period 2009-10

Grade	Indicator	Standard Indicator
Kindergarten	K.1.1	Raise questions about the natural world.
randorgarton		Describe objects in terms of the materials they are made of, such as clay, cloth.
Kindergarten	K.3.1	paper. etc.
- and englander		Describe and compare objects in terms of number, shape, texture, size, weight,
Grade 1	1.2.6	color, and motion.
		Identify when stories give attributes to plants and animals, such as the ability to
Grade 1	1.4.1	speak, that they really do not have.
Grade 1	1.5.2	Make and use simple picture graphs to tell about observations.
		Observe and describe similar patterns, such as shapes, designs, and events that
		may show up in nature, like honeycombs, sunflowers, or shells. See similar
Grade 1	1.5.3	patterns in the things people make like guilts, baskets, or pottery.
		Observe and describe that models, such as toys, are like the real things in some
Grade 1	1.6.1	ways but different in others.
Grade 2	2.1.2 a	Use tools such as thermometers to gain more information about an object.
		Investigate by observing and then describe that some events in nature have a
Grade 2	2.3.1	repeating pattern, such as seasons, day and night, and migrations.
		Investigate, compare, and describe weather changes from day to day but
		recognize, describe, and chart that the temperature and amounts of rain or snow
Grade 2	2.3.2	tend to be high, medium, or low in the same months every year.
		Observe and describe the different external features of people such as their size,
Grade 2	2.4.6	shape, and color of hair, skin, and eyes.
		Recognize and discuss that people are more like one another than they are like
Grade 2	2.4.7	other animals.
Grade 2	2.4.8	Give examples of different roles people have in families and communities.
		Begin to recognize and explain that people are more likely to believe ideas if good
Grade 2	2.5.4	reasons are given for them.
		Explain that some events can be predicted with certainty such as sunrise and
		sunset, and some cannot such as storms. Understand that people aren't always
Grade 2	2.5.5	sure what will happen since they do not know everything that might have an effect.
		Demonstrate that things that make sound do so by vibrating, such as vocal cords
Grade 3	3.3.9	and musical instruments.
		Explain that people need water, food, air, waste removal, and a particular range of
Grade 3	3.4.6	temperatures, just as other animals do.
		Explain that eating a variety of healthful foods and getting enough exercise and rest
Grade 3	3.4.7	help people stay healthy.
		Explain that some things people take into their bodies from the environment can
Grade 3	3.4.8	hurt them and give examples of such things.
		Explain that some diseases are caused by germs and some are not. Note that
		diseases caused by germs may be spread to other people. Also understand that
		washing hands with soap and water reduces the number of germs that can get into
Grade 3	3.4.9	the body or that can be passed on to other people.
		Illustrate that if 0 and 1 are located on a line, any other number can be depicted as
Grade 3	3.5.4	a position on the line.
		Recognize and describe that results of scientific investigations are seldom exactly
		the same. If differences occur, such as a large variation in the measurement of
		plant growth, propose reasons for why these differences exist, using recorded
Grade 4	4.1.2	information about investigations.
		Describe how people all over the world have taken part in scientific investigation for
Grade 4	4.1.4	many countries.

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Science Indicators First Marking Period 2009-10

Grade	Indicator	Standard Indicator
		Realize and explain that predictions may be more accurate if they are based on
Grade 5	5.5.8	large collections of objects or events.
		Show how spreading data out on a number line helps to see what the extremes are,
Grade 5	5.5.9	where they pile up, and where the gaps are.
		Recognize and describe that almost anything has limits on how big or small it can
Grade 5	5.6.3	be.
Grade 5	5.6.4	Investigate, observe, and describe that things change in steady, repetitive, or irregular ways, such as toy cars continuing in the same direction and air temperature reading a high or low value. Note that the best way to tell which kinds of change are happening is to make a table or a graph of measurements.