

Indicator	Standard	1 – Beginner Learner	2 – Developing	3 – Proficient Learner	4 – Distinguished	Evidence	Assessed
			Learner		Learner		
Uses science and	S1P1	Even with teacher	With teacher support,	-Use observations to	Student independently	Options include	Q2
engineering		support, does not	does	construct an	-Use observations to	but not limited	
practices and		-Use observations to	Use observations to	explanation of how	construct an explanation	to:	
reasoning skills to		construct an	construct an	light is required to	of how light is required	Labs,	
explore and		explanation of how	explanation of how	make objects visible.	to make objects visible.	Performance	
understand light		light is required to	light is required to	- Ask questions to	- Ask questions to	Task, Classroom	
and sound		make objects visible.	make objects visible.	identify and compare	identify and compare	Discussion,	
		- Ask questions to	- Ask questions to	sources of light.	sources of light.	Formative	
		identify and compare	identify and compare	- Plan and carry out an	- Plan and carry out an	Assessments,	
		sources of light.	sources of light.	investigation of	investigation of shadows	Assessment	
		- Plan and carry out	- Plan and carry out	shadows by placing	by placing objects at	Probes, Teacher	
		an investigation of	an investigation of	objects at various	various points from a	Observations,	
		shadows by placing	shadows by placing	points from a source of	source of light.	Presentations	
		objects at various	objects at various	light.	- Construct an		
		points from a source	points from a source	- Construct an	explanation supported		
		of light.	of light.	explanation supported	by evidence that		
		- Construct an	- Construct an	by evidence that	vibrating materials can		
		explanation	explanation	vibrating materials can	make sound and that		
		supported by	supported by	make sound and that	sound can make		
		evidence that	evidence that	sound can make	materials vibrate.		
		vibrating materials	vibrating materials	materials vibrate.	- Design a signal that can		
		can make sound and	can make sound and	- Design a signal that	serve as an emergency		
		that sound can make	that sound can make	can serve as an	alert using light and/or		
		materials vibrate.	materials vibrate.	emergency alert using	sound to communicate		
		- Design a signal that	- Design a signal that	light and/or sound to	over a distance.		
		can serve as an	can serve as an	communicate over a	over a distance.		
		emergency alert using	emergency alert using	distance.			
		light and/or sound to	light and/or sound to	distance.			
		communicate over a	communicate over a				
		distance.					
Harristan I	CARC		distance.	Constant	Charles to de la 1	Outions: 1 1	03
Uses science and	S1P2	Even with teacher	With teacher support,	-Construct an	Student independently	Options include	Q3
engineering		support, does not	does	explanation of how	Construct an	but not limited	
practices and		-Construct an	-Construct an	magnets are used in	explanation of how	to:	
reasoning skills to		explanation of how	explanation of how	everyday life.	magnets are used in	Labs,	
			1		everyday life.	Performance	



explore and understand magnets		magnets are used in everyday life Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	magnets are used in everyday life Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	- Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	- Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.	Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	
Uses science and engineering practices and reasoning skills to explore and understand weather	S1E1	Even with teacher support, does not -Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type. b. Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water). c. Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and	With teacher support, does -Ask questions to describe the physical attributes (size and brightness) of starsPlan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the dayDesign and build a structure that demonstrates how shadows change throughout the dayRepresent data in tables and/or graphs of the length of the day and night to	-Ask questions to describe the physical attributes (size and brightness) of starsPlan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the dayDesign and build a structure that demonstrates how shadows change throughout the dayRepresent data in tables and/or graphs of the length of the day and night to recognize the change in seasonsUse data from personal observations to describe, illustrate, and predict how the	Student independently -Ask questions to describe the physical attributes (size and brightness) of starsPlan and carry out an investigation to determine the effect of the position of the sun in relation to a fixed object on Earth at various times of the dayDesign and build a structure that demonstrates how shadows change throughout the dayRepresent data in tables and/or graphs of the length of the day and night to recognize the change in seasonsUse data from personal observations to describe, illustrate, and predict how the	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessment, Assessment Probes, Teacher Observations, Presentations	Q3



		graphically. d. Analyze data to identify seasonal patterns of change.	recognize the change in seasonsUse data from personal observations to describe, illustrate, and predict how the appearance of the moon changes over time in a pattern.	appearance of the moon changes over time in a pattern.	appearance of the moon changes over time in a pattern		
Uses science and engineering practices and reasoning skills to explore and understand basic needs of plants and animals	S1L1	Even with teacher support, does not -Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of timeConstruct an explanation of an animal's role in dispersing seeds or in the pollination of plantsDevelop models to illustrate the unique and diverse life cycles of	With teacher support, does -Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of timeConstruct an explanation of an animal's role in dispersing seeds or in the pollination of plantsDevelop models to illustrate the unique and diverse life cycles of	-Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of timeConstruct an explanation of an animal's role in dispersing seeds or in the pollination of plantsDevelop models to illustrate the unique and diverse life cycles of organisms other than humans	Student independently -Ask questions to determine the sequence of the life cycle of common animals in your areaPlan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of timeConstruct an explanation of an animal's role in dispersing seeds or in the pollination of plantsDevelop models to illustrate the unique and diverse life cycles of organisms other than humans	Options include but not limited to: Labs, Performance Task, Classroom Discussion, Formative Assessments, Assessment Probes, Teacher Observations, Presentations	Q3



organisms other	organisms other		
than humans	than humans		

### First Grade

Science					
Indicator	Related	Q1	Q2	Q3	Q4
	Standard(s)				
Uses science and engineering practices and reasoning	S1P1, S1P2,				
skills to explore and understand science concepts	S1E1, S1L1				
Light and Sound	S1P1				
Magnets	S1P2				
Weather	S1E1				
Basic needs of plants and animals	S1L1				