Standards	Learning Target(s)	Science Skills	Vocabulary
S2E1. Obtain, evaluate, and	I can obtain information about stars having different sizes and	Physical	
communicate information	brightness.	attributes of stars	
about stars having different	I can evaluate information about stars having different sizes		
sizes	and brightness.		
and brightness.	I can communicate information about stars having different		
a. Ask questions to describe	sizes and brightness.		
the physical attributes (size	I can ask questions to describe the physical attributes (sizes and		
and brightness) of stars.	brightness) of stars.		
b. Construct an argument to	I can construct an argument to support the claim that although		
support the claim that	the sun appears to be the brightest and largest star, it is		
although the sun appears to	actually medium in size and brightness.		
be the brightest			
and largest star, it is actually			
medium in size and			
brightness.			
C2C2 Obtain suchasta and	I can obtain information to develop an understanding of the	Sun, Day, Night	
S2E2. Obtain, evaluate, and	patterns of the sun and it's effect on the Earth.		
communicate information to	I can obtain information to develop an understanding of the moon and the sun's effect on Earth.		
develop an understanding of the			
	I can obtain information to develop an understanding of the		
patterns of the sun and the moon and the sun's effect on	patterns of the moon.		
Earth.	I can obtain information to develop an understanding of the patterns of the sun.		
a. Plan and carry out an	I can evaluate information to develop an understanding of the		
investigation to determine	patterns of the sun and it's effect on the Earth.		
the effect of the position of	I can evaluate information to develop an understanding of the		
the sun in	moon and the sun's effect on Earth.		
relation to a fixed object on	I can evaluate information to develop an understanding of the		
Earth at various times of the	patterns of the moon.		
day.	I can evaluate information to develop an understanding of the		
b. Design and build a	patterns of the sun.		
structure that demonstrates	I can communicate information to develop an understanding		

throughout the day.I can communicate information to develop an understanding of the moon and the sun's effect on Earth.and/or graphs of the length of the day and night to of the patterns of the moon.I can communicate information to develop an understanding of the patterns of the moon.recognize the change in seasons.I can communicate information to develop an understanding of the patterns of the moon.l. Use data from personal observations to describe, illustrate, and predict how in a pattern.I can plan 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 day.(Calrification statement: phases of the phases of the moon or understand the tilt of the Earth.)I can build a structure that demonstrates how shadows change in seasons. change in seasons.if the Earth.)I can represent data in tables of the length of the day to recognize the change in seasons. I can represent data in tables of the length of the night to recognize the change in seasons. I can represent data in tables of the length of the night to recognize the change in seasons. I can represent data in tables of the length of the night to recognize the change in seasons. I can represent data in tables of the length of the night to recognize the change in seasons. I can represent data in tables of the length of the night to recognize the change in seasons. I can represent data in tables of the length of the night to recognize the change in seasons. I can represent data in tables of the length of the night to recognize the change in seasons. I can represent data in tables of the length of the night to recognize the change in seasons. I can represent data in tables of the length of the night t			
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		appearance of the moon changes over time in a pattern.	
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appearance of the moon changes over time in a pattern.		•	
I can use data from personal observations to predict how the			
appearance of the moon changes over time in a pattern.			
S2E3. Obtain, evaluate, and I can obtain information about how weather cause changes to Changes in	S2E3. Obtain, evaluate, and		Changes in
communicate information the environment. surroundings		-	-
about how weather, plants, I can obtain information about how plants cause changes to	about how weather, plants,	I can obtain information about how plants cause changes to	
animals, the environment.			
and humans cause changes I can obtain information about how how animals cause	and humans cause changes	I can obtain information about how how animals cause	

to the environment. (Clarification statement: Changes should be easily observable and could be seen on school grounds or at home.) a. Ask questions to obtain information about major changes to the environment in your community. b. Construct an explanation of the causes and effects of a change to the environment in your community.	<ul> <li>changes to the environment.</li> <li>I can evaluate information about how weather cause changes to the environment.</li> <li>I can evaluate information about how plants cause changes to the environment.</li> <li>I can evaluate information about how how animals cause changes to the environment.</li> <li>I can evaluate information about how weather cause changes to the environment.</li> <li>I can evaluate information about how plants cause changes to the environment.</li> <li>I can evaluate information about how plants cause changes to the environment.</li> <li>I can evaluate information about how plants cause changes to the environment.</li> <li>I can evaluate information about how plants cause changes to the environment.</li> <li>I can evaluate information about how how animals cause changes to the environment.</li> <li>I can evaluate information about how how animals cause changes to the environment.</li> <li>I can evaluate information about how how animals cause changes to the environment.</li> <li>I can evaluate information about how how animals cause changes to the environment.</li> <li>I can evaluate information about how how animals cause changes to the environment.</li> <li>I can evaluate information about how how animals cause changes to the environment.</li> <li>I can ask questions to obtain information about major changes to the environment in your community.</li> <li>I can construct an explanation of the causes of a change to the environment in your community.</li> <li>I can construct an explanation of the effects of a change to the environment in your community.</li> </ul>		
S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects. a. Ask questions to describe and classify different objects according to their physical properties. (Clarification statement: Examples of physical properties could include	I can obtain information about the properties of matter. I can evaluate information about the properties of matter. I can communicate information about the properties of matter. I can obtain information about changes that occur in objects. I can evaluate information about changes that occur in objects. I can communicate information about changes that occur in objects. I can communicate information about changes that occur in objects. I can ask questions to describe different objects according to their physical properties. I can ask questions to classify different objects according to their physical properties. I can construct an explanation for how structures made from	Properties and changes in matter	

color, mass, length, texture, hardness, strength, absorbency, and flexibility.) b. Construct an explanation for how structures made from small pieces (linking cubes, building blocks) can be disassembled and then rearranged to make new and different structures. c. Provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible. (Clarification statement: Changes in matter could include heating or freezing of water, baking a cake, boiling an egg.)	small pieces can be disassembled to make new and different structures. I can construct an explanation for how structures made from small pieces can be rearranged to make new and different structures. I can provide evidence from observations to construct an explanation that some changes in matter caused by heating can be reversed. I can provide evidence from observations to construct an explanation that some changes in matter caused by heating are irreversible. I can provide evidence from observations to construct an explanation that some changes in matter caused by cooling can be reversed. I can provide evidence from observations to construct an explanation that some changes in matter caused by cooling can be reversed. I can provide evidence from observations to construct an explanation that some changes in matter caused by cooling are irreversible.		
S2P2. Obtain, evaluate, and communicate information to explain the effect of a force (a push or a pull) in the movement of an object	I can obtain information to explain the effect of a force(a push or a pull) in the movement of an object(changes in speed and direction). I can evaluate information to explain the effect of a force(a push or a pull) in the movement of an object(changes in speed and direction).	Energy/Push and Pull	

<ul> <li>(changes in speed and direction).</li> <li>a. Plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object.</li> <li>b. Design a device to change the speed or direction of an object.</li> <li>c. Record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (a push or a pull).</li> </ul>	I can communicate information to explain the effect of a force (a push or a pull) in the movement of an object(changes in speed and direction). I can plan out an investigation to demonstrate how pushing on an object affects the motion of the object. I can carry out an investigation to demonstrate how pushing on an object affects the motion of the object. I can design a device to change the direction of an object. I can design a device to change the speed of an object. I can record data to decide if a design solution works as intended to change the speed of an object with a force(a push or pull). I can analyze data to decide if a design solution works as intended to change the speed of an object with a force(a push or pull). I can record data to decide if a design solution works as intended to change the direction of an object with a force(a push or pull). I can record data to decide if a design solution works as intended to change the direction of an object with a force(a push or pull). I can analyze data to decide if a design solution works as intended to change the direction of an object with a force(a push or pull). I can analyze data to decide if a design solution works as intended to change the direction of an object with a force(a push or pull).		
S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms. a. Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a	<ul> <li>I can obtain information about the life cycles of different organisims.</li> <li>I can evaluate information about the life cycles of different living organisms.</li> <li>I can communicate information about the life cycles of different living organisms.</li> <li>I can ask questions to determine the sequence of the life cycle of common animals in your area.</li> <li>I can plan an investigation of the life cycle of a plant by growing a plant from a seed and recording changes over a period of time.</li> <li>I can carry out an investigation of the life cycle of a plant by growing a plant from a seed and recording changes over a</li> </ul>	Life Cycles	

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frog, and an insect such as a	period of time.		
butterfly.	I can construct an explanation of an animal's role in dispersing		
b. Plan and carry out an	seeds.		
investigation of the life cycle	I can construct an explanation of an animal's role in the		
of a plant by growing a plant	pollination of plants.		
from a seed	I can develop models to illustrate the unique life cycles of		
and by recording changes	organisms other than humans.		
over a period of time.	I can develop models to illustrate the diverse life cycles of		
c. Construct an explanation	organisms other than humans.		
of an animal's role in			
dispersing seeds or in the			
pollination of			
plants.			
d. Develop models to			
illustrate the unique and			
diverse life cycles of			
organisms other than			
humans.			
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Standards	Learning Target(s)	Reading Skills	Vocabulary