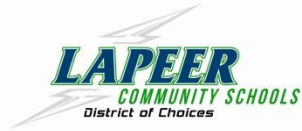




Standard	4 Exceeding	3 Meeting	2 Developing	1 Area of Concern
	Student has independently exceeded grade level expectations and demonstrated a deep level of understanding of the standard.	Student meets grade level expectations with consistency and accuracy.	Student is developing an understanding of, but is not yet meeting grade level expectations and demonstrates inconsistent progress toward standard.	Student is not demonstrating an understanding of the grade level expectation for the standard.
<b>Waves: Light and Sound</b>				
1-PS4-1	<input type="checkbox"/> Plan and conduct investigations to provide evidence that vibrations make sound and sound makes vibrations <ul style="list-style-type: none"> <li>➤ Students can use items such as tuning forks or plucking a stretched string or rubber band to make sound</li> <li>➤ Students can use sound to move matter, such as paper in front of a speaker or a vibrating rubber band</li> </ul>			
1-PS4-2	<input type="checkbox"/> Make observations and use evidence to construct an account that objects need to be illuminated to be seen. <ul style="list-style-type: none"> <li>➤ Try to observe an object in a completely dark room, or use a video of a cave explorer with a flashlight</li> <li>➤ Light can come from an external light source or by an object giving off its own light (anglerfish, glowworms)</li> </ul>			
1-PS4-3	<input type="checkbox"/> Plan/conduct investigations to determine the effect of objects of different materials in a beam of light. <ul style="list-style-type: none"> <li>➤ Students can make predictions and observe how different materials effect a beam of light.</li> <li>➤ Use materials such as; clear plastic wrap, wax paper, cardboard or mirror</li> </ul>			
1-PS4-4	<input type="checkbox"/> Use tools/materials to design/build a device that uses light/sound to communicate over a distance. <ul style="list-style-type: none"> <li>➤ Examples could include using a light source to send signals, paper cup and string (telephones) and/or patterns in tapping objects (one for yes, two for no)</li> <li>➤ Does not include complex technological details or equipment</li> </ul>			



Structure, Function and Information Processing	
1-LS1-1	<ul style="list-style-type: none"> <li>□ Design a solution to a human problem by mimicking how parts of plants and animals survive/grow/meet their needs.               <ul style="list-style-type: none"> <li>➤ Examples could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells or fish scales</li> <li>OR stabilizing structures by mimicking animal tails and roots on plants,</li> <li>OR keeping out intruders by mimicking thorns on branches and animal quills</li> <li>OR detecting intruders by mimicking eyes and ears</li> </ul> </li> </ul>
1-LS1-2	<ul style="list-style-type: none"> <li>□ Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive               <ul style="list-style-type: none"> <li>➤ Patterns of offspring behavior could include: crying, cheeping, and other vocalizations</li> <li>➤ Patterns of parent behavior could include: feeding comforting, and protecting the offspring</li> </ul> </li> </ul>
1-LS3-1	<ul style="list-style-type: none"> <li>□ Make observations/use evidence to construct an account that young plants/animals are like but not exactly like their parents               <ul style="list-style-type: none"> <li>➤ Examples: leaves from the same kind of plant are the same shape but differ in size</li> <li>➤ OR a puppy looks like its parents but is smaller</li> <li>➤ Do not include concepts of inheritance, metamorphosis, or hybrids</li> </ul> </li> </ul>
Space Systems: Patterns and Cycles	
1-ESS1-1	<ul style="list-style-type: none"> <li>□ Use observations of the sun/moon/stars to describe patterns that can be predicted               <ul style="list-style-type: none"> <li>➤ Example patterns could include: sun/moon rise, move across the sky and set OR stars are not visible during the day but are at night</li> <li>➤ limit patterns to visible patterns, stars are visible/not visible, NOT how they move over time</li> </ul> </li> </ul>
1-ESS1-2	<ul style="list-style-type: none"> <li>□ Make observations at different times of the year to relate the amount of daylight to the time of year.               <ul style="list-style-type: none"> <li>➤ Emphasis is on relative comparisons of the amount of daylight in winter compared to other seasons</li> <li>➤ Limit to relative comparisons, NOT quantifying hours or times</li> </ul> </li> </ul>

