|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Progress Report Revised Science 2015-16 | **1st 9 weeks** | **2nd 9 weeks** | **3rd 9 weeks** | **4th 9 weeks** |
| **Kindergarten** | Intro to Weather  **K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.**  *I can make observations of local weather conditions and describe patterns over time.*  Weather and Climate  Students who demonstrate understanding can:  **K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface.**  *I can make observations to describe the effect of sunlight on Earth’s surface.*  **K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.**  *I can describe a structure that could reduce the warming effect of the sun.*  **K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.**  *I can ask questions about the weather forecast to get information in order to prepare for and respond to severe weather.* | **.**  Forces and Interaction: Pushes and Pulls   |  | | --- | | Students who demonstrate understanding can:  **K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.**  *I can compare the effects of different strengths and directions of pushes and pulls on the motion of an object.*  **K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.**  *I can describe how to change the speed or direction of an object with a push or a pull.*  Taking Care of Body  5 senses | | Taking Care of Our Earth  **K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment**  *I can discuss solutions that will reduce the negative impact of humans on the local environment.*  Dental Health | Interdependent Relationships in Ecosystem  Students who demonstrate understanding can:  **K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.**  *I can describe what animals (including humans) and plants need to survive.*  **K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.**  *I can describe how plants and animals (including humans) can change the environment to meet their needs.*  **K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.**  *I can discuss the needs of different plants or animals (including humans) and the places they live.* |
| **First Grade** | Structure Function and Information Processing  Students who demonstrate understanding can:  **1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.**  *I can describe how plants and animals use their external parts to help them survive, grow and meet their needs.*  Safety  Health and the Human Body | Heredity  [**1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.**  *I can discuss patterns in behavior of parents and offspring that help offspring survive.*  **1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.**  *I can discuss that young plants and animals are like, but not exactly like, their parents.* | Waves: Light and Sound  Students who demonstrate understanding can:  **1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.**  *I can describe how vibrating materials can make sound and that sound can make materials vibrate.*  **1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.**  *I can discuss that objects can only be seen when illuminated.*  **1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.**  *I can discuss the effect of placing objects made of different materials in the path of a beam of light.*  **1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.**  *I can describe how to use light or sound to communicate over a distance.* | Space Systems: Patterns and Cycles  Students who demonstrate understanding can:  **1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.**  *I can use observations of the sun, moon and stars to describe predictable patterns in the sky.*  **1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.**  *I can discuss how the time of year relates to the amount of daylight during that time.* |
| **2nd Grade** | Earth Systems: Processes that Shape the Earth   |  | | --- | | Students who demonstrate understanding can:  **2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.**  *I can discuss evidence that Earth events can occur quickly or slowly.*  **2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.**  *I can develop a model to represent the shapes and kinds of land and water in an area.*  **2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.**  *I can discuss where water is found on Earth and that it can be solid or liquid.* | | Earth Systems: Earth Processes that Shape the Earth  **2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.**  *I can discuss solutions to slow or prevent wind or water from changing the shape of the land.*  Health and the Human Body | Structures and Properties of Matter  Students who demonstrate understanding can:  **2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.**  *I can describe and classify different kinds of materials by their observable properties.*  **2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose**  *I can describe which materials have the properties that are best suited for an intended purpose.*  **2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.**  *I can describe how an object made of a small set of pieces can be disassembled and made into a new object.*  **2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.**  *I can discuss how some changes caused by heating or cooling can be reversed and some cannot.* | Interdependent Relationships in Ecosystem  Students who demonstrate understanding can:  **2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.**  *I can describe how plants need sunlight and water to grow.*  **2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.\***  *I can describe how animals can disperse seeds or help pollinate plants.*  **2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats**  *I can compare the diversity of life (plants and animals) in different habitats.* |

Changes: