

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
___ I can observe and tell about common objects using simple tools.	___ I can observe, tell about, measure, compare and contrast common objects using simple tools, like a ruler, thermometer and balance.	___ I can recognize that repeating a scientific investigation will lead to very similar results.	___ I can use science to explore, investigate, and answer questions about the natural world.	___ I can explain the uses and effects of science in our interaction with the natural world.	___ I can explain that current scientific knowledge and understanding guide scientific investigation.	___ I can explore the use of science as a tool that can help investigate and answer questions about life, physical and earth science.	___ I can explore the use of science as a tool that can help investigate and answer questions about life, physical and earth science.	___ I can explore the use of science as a tool that can help investigate and answer questions about life, physical and earth science.
		___ I can recognize that scientific investigations generally work the same way in different places.	___ I can ask questions about the natural world that can be investigated.	___ I can identify ways human activity impacts the environment.	___ I can recognize and explain that clear communication or methods, findings, and critical review is an essential part of doing science.	___ I can explain how classroom scientific investigations relate to established scientific principles.	___ I can explain how classroom scientific investigations relate to established scientific principles.	___ I can explain how classroom scientific investigations relate to established scientific principles.
		___ I can give examples of scientific advances throughout history.	___ I can participate in a scientific investigation using appropriate tools.	___ I can recognize the impact of scientific and technological activities on the natural world.	___ I can explain why scientists often repeat investigations to be sure of the results.	___ I can explain that scientific investigations involve the common elements of systematic observations , the careful collection of relevant evidence, logical reasoning and innovation in developing hypotheses and explanations.	___ I can explain that scientific investigations involve the common elements of systematic observations, the careful collection of relevant evidence, logical reasoning and innovation in developing hypotheses and explanations.	___ I can explain that scientific investigations involve the common elements of systematic observations , the careful collection of relevant evidence, logical reasoning and innovation in developing hypotheses and explanations.
		___ I can recognize that everyone can do science and invent things and ideas.	___ I can explain that scientists use different kinds of investigations depending on the questions they are trying to answer.	___ I can explain the process of scientific investigations.	___ I can perform a controlled experiment using a specific step-by-step procedure and present conclusions supported by the evidence.	___ I can trace the development of an invention, theory, or discovery to demonstrate the dynamic nature of science.	___ I can trace the development of an invention, theory, or discovery to demonstrate the dynamic nature of science.	___ I can trace the development of an invention, theory, or discovery to demonstrate the dynamic nature of science.
		___ I can use appropriate tools to gather and organize data. I can recognize and describe patterns in data.	___ I can identify men and women who have made contributions to science.	___ I can ask questions about the natural world that can be investigated scientifically.	___ I can observe that when a science investigation or experiment is repeated, a similar result is expected.	___ I can describe how people use science and technology in their professions.	___ I can describe how people use science and technology in their professions.	___ I can describe how people use science and technology in their professions.
				___ I can identify men and women who have made contributions to science.	___ I can describe different kinds of work done in science and technology.	___ I can describe the advantages and disadvantages which accompany the existing technology or the introduction of a new technology.	___ I can describe how the use of science and technology can help solve an individual or community problem.	___ I can describe the advantages and disadvantages which accompany the existing technology or the introduction of a new technology.
					___ I can distinguish between scientific evidence and personal opinion.	___ I can describe how the use of science and technology can help solve an individual or community problem.	___ I can describe contributions to the advancement of science made by people of different cultures, and different times in history.	___ I can describe how the use of science and technology can help solve an individual or community problem.
					___ I can explain why scientists often repeat investigations to be sure of the results.	___ I can describe contributions to the advancement of science made by people of different cultures, and different times in history.		___ I can describe contributions to the advancement of science made by people of different cultures, and different times in history.
					___ I can identify men and women of various backgrounds who have been involved in science and technology, both past and present.			
					___ I can distinguish among observation, prediction and inference.			
					___ I can present and explain data and findings from controlled experiments using multiple representations including tables, graphs, and demonstrations.			
					___ I can explain why scientists may work in teams or work alone, can collaborate and, at times, compete.			