

## ELL Newcomers Science - Grades 3-6

**Description** Elementary students in grades kindergarten to second grade will develop beginning English listening, speaking, reading and writing skills related to science.

**Prerequisites** English Language Level 1-2

**Textbooks/Resources**

**Required Assessments** ACCESS

**Board Approved** July 2005

**Revised**

### AASD Science Goals for K-12 Students

*The ELL Bilingual Education program will enable students to:*

- *Students will know about science themes and connect and integrate them into what they know about themselves and the world around them.*
- *Students will realize that scientific knowledge is public, replicable, and continually undergoing revision and refinement based on new experiments and data.*
- *Students will realize that science includes questioning, forming hypotheses, collecting and analyzing data, reaching conclusions, evaluating results, and communicating procedures and findings to others.*
- *Students will use science to explain and predict changes that occur around them.*
- *Students will use science to evaluate consequences in order to make responsible choices.*
- *Students will use their knowledge of science concepts and processes in making informed choices regarding their lifestyles and the impact they have on their environment, and enhance their natural curiosity about their environment.*
- *Students will understand that science and technology affect the Earth's systems and provide solutions to human problems.*
- *Students will use science to analyze topics related to personal health, environment, and management of resources; they will help evaluate the merits of alternative courses of action.*

## AASD Science Standards for Students in Grades 3-6

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| I. Science Connections | <ul style="list-style-type: none"><li>A. Conduct science investigations, ask and answer questions that will help decide the general areas of science being addressed.</li><li>B. Decide what changes have occurred when investigating a specific science-related problem.</li><li>C. Investigate science-related problems and decide what evidence, models, or explanations previously studied can be used for investigation.</li><li>D. Investigate science-related problems and decide what data can be collected to determine the most useful explanations.</li><li>E. Decide which science themes are important in investigating a specific science-related problem.</li></ul>  |
| II. Nature of Science  | <ul style="list-style-type: none"><li>A. Use references to help answer science-related questions and plan investigations.</li><li>B. Acquire information about people who have contributed to the development of major ideas in science.</li></ul>  |
| III. Science Inquiry   | <ul style="list-style-type: none"><li>A. Use science equipment safely and effectively to collect data relevant to questions and investigations.</li><li>B. Use scientific content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations.</li><li>C. Develop record systems to organize and record information.</li><li>D. Use data collected to develop explanations and answer questions generated by investigation.</li><li>E. Support conclusions with logical arguments.</li><li>F. Communicate results of investigations in ways audiences will understand.</li><li>G. Ask additional questions that might help focus or further and investigation.</li></ul> |
| IV. Physical Science   | <ul style="list-style-type: none"><li>A. Understand that objects are made of more than one substance.</li><li>B. Understand the characteristics of solids, liquids, and gases.</li><li>C. Group and/or classify objects and substances based on properties of materials.</li><li>D. Construct models of matter undergoing change.</li><li>E. Observe and describe objects at rest or in motion.</li><li>F. Discover the characteristics of energy.</li></ul>  |

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| <p>V. Earth and Space Science</p>                        | <ul style="list-style-type: none"> <li>A. Describe renewable and nonrenewable resources in the home and community.</li> <li>B. Investigate and understand components of soil, its origin and importance to plants and animals.</li> <li>C. Identify and describe land and water masses.</li> <li>D. Identify the seasons and their characteristics.</li> <li>E. Measure and record changes in weather conditions.</li> <li>F. Investigate and understand basic types of clouds.</li> <li>G. Identify celestial objects and note changes in their patterns.</li> <li>H. Describe the sun as a source of heat and light.</li> </ul> |
| <p>VI. Life and Environmental Science</p>                | <ul style="list-style-type: none"> <li>A. Explain the basic needs of organisms.</li> <li>B. Compare plant and animal structures and functions.</li> <li>C. Give examples of plant and animal life cycles.</li> <li>D. Explain that plants and animals grow to resemble the parents.</li> <li>E. Explain how animals depend on plants.</li> <li>F. Relate an organism’s pattern of behavior and survival to the nature of that organism’s dynamic environment.</li> <li>G. Demonstrate that organisms cause changes, which may be beneficial or detrimental to the environment.</li> </ul>   |
| <p>VII. Science Applications</p>                         | <ul style="list-style-type: none"> <li>A. Identify the benefits of technology used on jobs in Wisconsin.</li> <li>B. Describe technological advances in with workplace over time.</li> <li>C. Determine science discoveries that have led to changes in technologies which are being used in the work place.</li> <li>D. Identify the combinations of simple machines in a commonly used device.</li> <li>E. Ask questions and find answers about how devices and machine were invented and produced.</li> </ul>  |
| <p>VII. Science in Social and Personal Perspectives.</p> | <ul style="list-style-type: none"> <li>A. Show how science has contributed to meeting personal needs.</li> <li>B. Develop a list of issues about which citizens must make decisions and discuss ways of finding information about the issues.</li> <li>C. Describe how science and technology have helped and sometimes hindered progress in state and local issues.</li> </ul>   |

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>differentiate between healthy and unhealthy foods or lifestyles from realia, magazines, or newspapers following oral directions</li> </ul>	<ul style="list-style-type: none"> <li>select/draw healthy choices for meals or lifestyles from realia, magazines, or newspapers following oral directions</li> </ul>	<ul style="list-style-type: none"> <li>compare choices for meals or lifestyles by following oral directions (e.g., “Choose the healthier food for dinner: banana bread or carrots.”)</li> </ul>	<ul style="list-style-type: none"> <li>categorize choices for meals or lifestyles and chart following oral directions</li> </ul>	<ul style="list-style-type: none"> <li>evaluate choices for meals or lifestyles by following oral descriptions</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>make collections, organize, and identify natural phenomena (such as leaves, insects, or rocks)</li> </ul>	<ul style="list-style-type: none"> <li>describe natural phenomena from real-life examples (e.g., “This leaf has five points.”)</li> </ul>	<ul style="list-style-type: none"> <li>describe the step-by-step process of making and organizing collections of natural phenomena (e.g., “First, I went to the park.”)</li> </ul>	<ul style="list-style-type: none"> <li>compare features of natural phenomena (e.g., “This leaf has five points while this one has two.”)</li> </ul>	<ul style="list-style-type: none"> <li>report on the physical relationships among natural phenomena</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>collect, sort, and recycle materials or use other energy sources based on labels and realia</li> </ul>	<ul style="list-style-type: none"> <li>find ways to conserve water and energy from pictures and written text (e.g., “Stop leaving lights on.” “Stop leaving the shower on.”)</li> </ul>	<ul style="list-style-type: none"> <li>sequence descriptive sentences and pictures to illustrate the recycling process or other forms of conservation</li> </ul>	<ul style="list-style-type: none"> <li>find solutions to environmental problems presented in texts</li> </ul>	<ul style="list-style-type: none"> <li>compile a class portfolio of agencies and organizations that deal with conservation from grade level reading material</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>draw pictures and label <b>scientific</b> phenomena based on observations (such as life cycles)</li> </ul>	<ul style="list-style-type: none"> <li>draw pictures and note observations of <b>scientific</b> phenomena</li> </ul>	<ul style="list-style-type: none"> <li>describe observations, with visuals, of <b>scientific</b> phenomena (in learning logs)</li> </ul>	<ul style="list-style-type: none"> <li>maintain <b>scientific</b> journals based on observations</li> </ul>	<ul style="list-style-type: none"> <li>maintain <b>scientific</b> journals with explanations of observations</li> </ul>

**ELP Standards – WIDA (Classroom)**

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>identify examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements with visual support (such as gases, liquids, solids or magnetism)</li> </ul>	<ul style="list-style-type: none"> <li>distinguish among examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements and visual support</li> </ul>	<ul style="list-style-type: none"> <li>make predictions or hypotheses about <b>science</b> experiments from oral descriptions pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast relationships that verify or contradict hypotheses as described orally in <b>science</b> experiments pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns</li> </ul>	<ul style="list-style-type: none"> <li>show proof or disproof of hypotheses based on results from <b>science</b> experiments read orally pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>name organisms or parts of systems depicted visually (such as food webs or biomes)</li> </ul>	<ul style="list-style-type: none"> <li>classify or give examples of organisms or types of systems depicted visually</li> </ul>	<ul style="list-style-type: none"> <li>describe how organisms or systems work from short text with visual support</li> </ul>	<ul style="list-style-type: none"> <li>explain or discuss how the functions of organisms or systems impact everyday life</li> </ul>	<ul style="list-style-type: none"> <li>hypothesize or describe the causes or effects of changes in organisms or systems</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>match pictures representing <b>scientific</b> objects or terms with vocabulary (such as geological forms, plants, animals, forces, or simple machines)</li> </ul>	<ul style="list-style-type: none"> <li>associate descriptive phrases with visually supported <b>scientific</b> objects or terms</li> </ul>	<ul style="list-style-type: none"> <li>classify or differentiate among <b>scientific</b> objects or terms based on illustrated sets of features, characteristics, or properties</li> </ul>	<ul style="list-style-type: none"> <li>interpret information on <b>scientific</b> objects, terms, or disciplines</li> <li>from charts, tables, graphic organizers, or written text</li> </ul>	<ul style="list-style-type: none"> <li>apply information on <b>scientific</b> objects, terms, or disciplines to new contexts using grade level <b>science</b> text</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>label and draw objects of the physical, chemical, earth, biological, or astronomical <b>sciences</b> (such as planets, stars, or solar system)</li> </ul>	<ul style="list-style-type: none"> <li>describe and draw features of objects of the physical, chemical, earth, biological, or astronomical <b>sciences</b></li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast objects of the physical, chemical, earth, biological, or astronomical <b>sciences</b></li> </ul>	<ul style="list-style-type: none"> <li>describe relationships among objects of the physical, chemical, earth, biological, or astronomical <b>sciences</b></li> </ul>	<ul style="list-style-type: none"> <li>evaluate the potential usefulness of objects of the physical, chemical, earth, biological, or astronomical <b>sciences</b> to explain real world issues</li> </ul>

**ELP Standards – WIDA (Large Scale)**

**A. Science Connections**

<b>Course Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>1. Activate prior knowledge related to scientific concepts.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies and uses prior knowledge related to content, asks questions, and plans investigation.</li> <li>b. uses background knowledge to form a model or explanation.</li> <li>c. identifies the three domains of science (earth/space, life/environmental, and physical).</li> <li>d. builds and uses background knowledge about a particular model or explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers (KWL chart, web, mind map)</li> <li>• Think, pair, share</li> </ul>
<p><b>2. Determine what data are necessary to solve the problem.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. brainstorms all possible data sources.</li> <li>b. given types of data, chooses the data relevant to the problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Think, pair, share</li> </ul>
<p><b>3. Identify changes that are occurring or have occurred over time.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. uses pictures to show changes over time.</li> <li>b. creates a timeline to show changes over time.</li> <li>c. identifies a given cause’s effect on a science system.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Timelines</li> </ul>
<p><b>4. Use models to explain events in the natural world.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. creates a physical model to explain an event in the natural world.</li> <li>b. identifies the cause and effect of changes in the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• Models</li> <li>• Journals</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      Science: Science Connections</p>		

**B. Nature Of Science**

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Use encyclopedias, source books, texts, computers, teachers, parents, other adults, journals, popular press, and various other sources to help answer science-related questions and plan investigations.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies and locates sources to answer science-related questions.</li> <li>b. uses the parts of a book to locate information (index, table of contents, glossary).</li> <li>c. uses sources to plan an investigation of a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Think, pair, share</li> <li>• Interviews</li> <li>• Worksheets</li> </ul>
<p><b>2. Identify and describe contributors to the development of major ideas in the sciences.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies a person who has contributed to the sciences.</li> <li>b. matches significant inventors and their inventions.</li> <li>c. acquires information about a contributor to the science field.</li> <li>d. sequences the major developments of scientific knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Drawings</li> <li>• Matching activities</li> </ul>
<p><b>3. Describe how scientific knowledge and concepts have changed over time.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. describes changes in scientific knowledge and concepts.</li> <li>b. recognizes previous misconceptions in scientific knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Drawings</li> <li>• Matching activities</li> <li>• Presentations</li> </ul>
<p><b>4. Describe types of reason used outside of science to draw conclusions about the natural world.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. discusses folklore from different cultures on various scientific topics (Beginning of the World, characteristics of animals, sun and moon, Greek mythology).</li> <li>b. compares and contrasts various cultural folklore.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Drawings</li> <li>• Roleplay</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b> Science: Nature of Science</p>		

**C. Science Inquiry**

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Use examples to demonstrate scientific vocabulary.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. lists examples (in pictures, words, or symbols) from the student’s own experience related to the unifying themes.</li> <li>b. expands and applies vocabulary appropriately in speaking and drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Illustrate vocabulary</li> </ul>
<p><b>2. Observe, predict, and explain based on scientific experiments.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. completes experiments related to the science concepts.</li> <li>b. uses simple science equipment to complete an experiment (e.g. rulers, balances, thermometers).</li> <li>c. collects and applies data based on the experiment.</li> <li>d. summarizes and supports the results of the experiment through charts, diagrams, models, etc.</li> <li>e. explains and defends scientific conclusions (e.g. Design paper airplanes and discuss modifications which produced the best flight results).</li> <li>f. identifies questions to further an investigation.</li> <li>g. identifies and locates sources of information to answer the questions under investigation.</li> <li>h. designs and safely conducts an investigation to provide data to answer a question.</li> <li>i. uses inferences to help decide possible results of an investigation.</li> <li>j. uses observations to check inferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals (charts, physical models)</li> <li>• Journals</li> <li>• Presentations</li> <li>• Observations</li> <li>• Experiments</li> <li>• Models</li> </ul>
<p><b>3. Use computer software and other technologies to organize, process, and present data.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. creates charts and graphs on computer software to organize, process, and present data (e.g. Record temperature changes, plant growth, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Charts &amp; Graphs</li> <li>• Presentations</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b>                      Science: Science Inquiry</p>		



**D. Physical Science**

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Understand the basic physical science themes including light, sound, matter, and energy.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies basic concepts of light (shadows, reflection, refraction).</li> <li>b. describes sources of light and how light travels</li> <li>c. identifies basic concepts of sound (vibration, volume, pitch).</li> <li>d. describes how sound is created and travels.</li> <li>e. identifies and describes the states of matter.</li> <li>f. labels and describes changes in matter.</li> <li>g. compares and groups objects based on their properties.</li> <li>h. investigates the various forms of energy (sound, light, and heat).</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting objects</li> <li>• Drawing and labeling diagrams</li> <li>• Graphic organizers</li> <li>• Compare/contrast</li> <li>• Create a model of how light works (create a shadow, reflection)</li> <li>• Create a model of how sound works (vibration, pitch, loudness)</li> </ul>
<p><b>2. Observe and describe objects at rest or in motion.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. observes objects at rest or in motion.</li> <li>b. collects data on objects using simple tools/instruments. constructs a demonstration of objects at rest and in motion.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Presentations</li> <li>• Experiments</li> <li>• Demonstrations</li> </ul>
<p><b>3. Explain the motion of objects by describing the forces acting on them.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>d. discusses and describes the concept of inertia (Newton’s First Law).</li> <li>e. explains how the forces of friction and gravity affect the motion of objects (e.g. Ball on a ramp).</li> <li>f. uses the concepts of speed, velocity, acceleration, friction, and momentum to explain the motion of objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Charts</li> <li>• Experiments</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b> Science: Physical Science</p>		

**E. Earth and Space Science**

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Understand the concepts of earth science themes.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies different land and water forms (e.g. mountains, lakes, rivers, oceans).</li> <li>b. identifies types of weather, along with appropriate clothing and activities.</li> <li>c. identifies, compares and contrasts the characteristics of the four seasons.</li> <li>d. compares/contrasts the properties of water (snow, rain, ice).</li> <li>e. explains and predicts changes in major features of land, water, and atmospheric systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers (Charts, Timelines, etc.)</li> <li>• Murals</li> <li>• Presentations</li> <li>• Draw and label diagrams</li> <li>• Models</li> <li>• Role playing</li> </ul>
<p><b>2. Understand and describe the general structure of the solar system.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies celestial objects and how they change over time (e.g. stars, sun, moon, planets).</li> <li>b. describes celestial objects in the solar system.</li> <li>c. explains the importance of the sun as it relates to life on earth.</li> <li>d. identifies the characteristics of day and night.</li> </ul>	
<p><b>3. Demonstrate understanding of farming, forestry, mining, and manufacturing in Wisconsin and elsewhere in the world.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies resources humans use from farming, forestry, mining, and manufacturing (i.e. paper from trees, food from crops, recycling).</li> </ul>	
<p><b>4. Describe underlying structures of the earth that cause changes in the earth's surface.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the earth's layers.</li> <li>b. describes changes on the earth's surface caused by underlying structure changes and outer forces.</li> <li>c. analyzes the history of the earth, including changes over time.</li> </ul>	
<p><b>Above objectives aligned with AASD Standard:</b>                      Science: Earth &amp; Space Science</p>		

**F. Life and Environmental Science**

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Understand the basic concepts of life science themes including animals, plants, and the human body.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. compares and contrasts living and non-living things.</li> <li>b. recognizes basic needs of living things.</li> <li>c. classifies animals in the animal kingdom based on characteristics.</li> <li>d. identifies parts, uses, and basic needs of a plant.</li> <li>e. discusses the importance of recycling.</li> <li>f. names and locates selected body parts and their functions.</li> <li>g. identifies selected organs (heart, lungs, stomach, intestines, brain, liver, kidneys).</li> <li>h. describes the function of bones and muscles</li> <li>i. illustrates life cycles of living things (butterflies, plants, farm animals, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Graph animal homes</li> <li>• Graphic Organizers</li> <li>• Poems &amp; Songs</li> <li>• Mural of animal habitats</li> <li>• Sequencing life cycles</li> <li>• Drawing and labeling diagrams</li> <li>• Journals</li> <li>• TPR</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b> Science: Life &amp; Environmental Science</p>		

**G. Science Applications**

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Understand the relationship between science technology developments and how it affects daily life.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies machines used in everyday life (e.g. Levers, pulleys, wheels, refrigerators, vehicles of transportation).</li> <li>b. identifies and describes major changes in science technology over time.</li> <li>c. identifies scientific discoveries.</li> <li>d. illustrates how technology impacts the quality of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Class Inventions</li> <li>• Student-created books</li> <li>• TPR</li> <li>• Songs and Poems (e.g. Wheels on the Bus)</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b> Science: Science Applications</p>		

**H. Science in Social and Personal Perspectives**

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Understand personal needs.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies personal needs (food, water, shelter, sun, air, clothing).</li> <li>b. shows how science contributes to personal needs.</li> <li>c. identifies and categorizes food into food groups.</li> <li>d. identifies the health benefits of exercise and nutrition.</li> <li>e. identifies the characteristics and functions of the five senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting foods</li> <li>• Graphic Organizes</li> <li>• Compare/Contrast</li> <li>• Mural (Food Pyramid)</li> <li>• TPR</li> <li>• Games</li> <li>• Cooking</li> <li>• Journal</li> <li>• Student-created books</li> </ul>
<p><b>Above objectives aligned with AASD Standard:</b>                      Science: Science in Social and Personal Perspectives</p>		