

	Content Statement	I Can...	Key Vocabulary
Daily & Seasonal Changes (ESS)	<p>1. Weather changes are long-term and short term.</p> <p><b>NOTE:</b> Nonstandard, but age-appropriate measurements and tools can be used to collect data at this level.</p> <p><b>NOTE:</b> The focus is on observing the weather patterns of seasons. The reason for changing seasons is not appropriate for this grade level, this is found in Grade 5.</p>	<p>-Recognize that air is a nonliving substance that surrounds Earth and that wind is air that is moving.</p> <p>-Collect weather measurements on a regular basis (wind, temperature, precipitation).</p> <p>-Compare, explain and discuss collected weather measurements at daily, weekly, and monthly intervals.</p> <p>-Analyze collected weather measurements to compare seasons that can be identified by the patterns that were measured throughout the year.</p> <p>-Use technology to compare classroom data to local data, study weather events, communicate and share data with other classrooms, and record classroom data.</p> <p>-Describe yearly weather changes (seasons) as observable patterns in the daily weather changes.</p>	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Air</li> <li>• Wind</li> <li>• Temperature</li> <li>• Precipitation</li> <li>• Weather</li> <li>• Nonliving</li> <li>• Communicate</li> </ul>
	<p>2. The moon, sun and stars can be observed at different times of the day or night.</p> <p><b>NOTE:</b> Demonstrating (either 3-D or virtual) and testing/experimenting (through kits or models) must be used to explain the changing positions (in the sky) of the sun, stars and moon. Review, question and discuss the demonstrations and observations to deepen understanding.</p>	<p>-Measure and record changes in the position of the sun at different times during the school day.</p> <p>-Compare changes of the sun’s position from month to month and season to season.</p> <p>-Observe changes in the shape and size of the moon throughout each day of every month (using books/technology if necessary).</p> <p>-Use books/technology to observe and document stars and groups of stars throughout the month (brightness and visibility).</p> <p>-Utilize drawings, photographs, or other graphics to document my observations.</p>	<ul style="list-style-type: none"> <li>• Sun</li> <li>• Moon</li> <li>• Star</li> <li>• Day</li> <li>• Seasons</li> <li>• Technology</li> <li>• Brightness</li> <li>• Visibility</li> <li>• Night</li> </ul>

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	Content Statement	I Can...	Key Vocabulary
Physical & Behavioral Traits of Living Things (LS)	<p>3. Living things are different from nonliving things.</p> <p><b>NOTE:</b> The focus is on the traits and behaviors of living things not on attributes of nonliving things.</p> <p><b>NOTE:</b> Listing the characteristics that distinguish living things from nonliving things is not appropriate at this grade level.</p>	<p>-Identify familiar living things.</p> <p>-Explain a way to determine if something is alive (e.g., are plants alive?).</p> <p>-Observe a living thing growing.</p> <p>-Accurately describe characteristics of living things in Ohio (using books, photographs, or technology to experience organisms around the state).</p> <p>-Compare the ways that plants and animals get their food.</p> <p>-Observe how living things respond to stimuli (e.g., fish in an aquarium respond to a stimulus).</p>	<ul style="list-style-type: none"> <li>• Living things</li> <li>• Characteristics</li> <li>• Nonliving things</li> <li>• Technology</li> <li>• Organisms</li> <li>• Plants</li> <li>• Animals</li> </ul>
	<p>4. Living things have physical traits and behaviors, which influence their survival.</p> <p><b>NOTE:</b> The focus is not on naming the parts of living things, but associating through interaction and observation that living things are made of parts and because of those parts, living things can do specific things.</p>	<p>-Experience and observe a large variety of living things.</p> <p>-Observe that living things are made of different parts that allow them to do specific things.</p> <p>-Identify and discuss examples of different parts of living things that allow them to do different things. (e.g., birds have wings for flying).</p> <p>-Investigate different traits of different things visible to the unaided eye.</p>	<ul style="list-style-type: none"> <li>• Living things</li> <li>• Survival</li> <li>• Behaviors</li> <li>• Physical traits</li> </ul>

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Properties of Everyday Objects and Materials (PS)	<p>5. Objects and materials can be sorted and described by their properties.</p> <p><b>NOTE:</b> Standard and nonstandard measuring tools can give additional information about the environment and can be used to make comparisons of objects and events.</p> <p><b>NOTE:</b> Observation of weight must be limited to heavy or light, observations of temperature must be limited to descriptors.</p>	<ul style="list-style-type: none"> <li>-Recognize that objects are made of specific materials (e.g., clay, cloth, paper, metal, glass).</li> <li>-Describe, compare, and sort objects based on their properties (e.g., color, shape, size, temperature, odor, texture, flexibility).</li> <li>-Properly use a magnifier to see detail that cannot be seen with the unaided eye.</li> <li>-Explore and investigate properties of familiar objects from home, the classroom or the natural environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Temperature</li> <li>• Object</li> <li>• Sort</li> <li>• Describe</li> <li>• Properties</li> <li>• Compare</li> <li>• Magnifier</li> <li>• Odor</li> <li>• Material</li> <li>• Texture</li> <li>• Flexibility</li> </ul>
	<p>6. Some objects and materials can be made to vibrate to produce sound.</p>	<ul style="list-style-type: none"> <li>-Create sound by touching, blowing and tapping objects.</li> <li>-Differentiate a high note from a low note and a loud note from a soft note.</li> <li>-Construct an instrument to explore sound.</li> <li>-Use a variety of instruments to investigate sound.</li> <li>-Make different sounds using the same object.</li> <li>-Explain how sound is created by an object vibrating.</li> <li>-Change the pitch of a sound by changing the speed of the vibrations (slow vibrations = low pitch; fast vibrations = high pitch).</li> <li>-Produce sound with different objects that have different properties.</li> <li>-Use technology to explore sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound</li> <li>• Vibrate</li> <li>• High/low notes</li> <li>• Soft/loud notes</li> <li>• Instrument</li> <li>• Objects</li> <li>• Materials</li> <li>• Pitch</li> <li>• Technology</li> </ul>

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