

# Elementary School Science

Level	Trimester 1	Trimester 2	Trimester 3
<b>SK</b>	<p><b>Content:</b> Life Science (Living Versus Nonliving, Needs, Habitats, Life Cycle, Plant Parts)</p> <p><b>Skills:</b> making observations using the 5 senses, predicting what happens next in a life cycle, classifying living and non-living organisms, exploring habitats</p>	<p><b>Content:</b> Physical and Earth Science (Weather and Seasons, Water Cycle)</p> <p><b>Skills:</b> observing and predicting changes in weather, observing and naming parts of the water cycle</p>	<p><b>Content:</b> Physical and Earth Science (Landforms, Rocks, Resources Shadows, Movement, Magnets)</p> <p><b>Skills:</b> sorting types of rocks, identifying different landforms, questioning why and how things move, classifying types of movements, observing basic experiments using magnets</p>
<b>Grade 1</b>	<p><b>Content:</b> Earth Science (Rocks and Minerals, Landforms, Erosion, Rock Cycle)</p> <p><b>Skills:</b> observing changes in landforms over time, describing and analyzing physical characteristics of rocks and minerals (e.g., hardness, weight, density)</p>	<p><b>Content:</b> Physical Science (Properties of Matter)</p> <p><b>Skills:</b> observing different states of matter (solids and liquids), describing changes in property, conducting experiments, sorting properties of matter, comparing and communicating results</p>	<p><b>Content:</b> Life Science (Plants, Basic Needs, Habitat)</p> <p><b>Skills:</b> observing, measuring and predicting plant growth from seed to bloom, comparing needs of various species, understanding of pollination</p>
<b>Grade 2</b>	<p><b>Content:</b> Earth and Physical Science (Night and Day, Seasons, Space, Heat and Light)</p> <p><b>Skills:</b> applying the scientific method, investigating production, the importance of and various properties of heat and light, forming hypotheses, recording observations, collecting information on the phases of the moon</p>	<p><b>Content:</b> Earth Science (Archaeology, Fossils)</p> <p><b>Skills:</b> analyzing how archaeologists form theories about life long ago, comparing life on Earth today to the past, understanding the concept of extinction, presenting information to others, collaborating on projects</p>	<p><b>Content:</b> Life Science (Adaptations to Habitat)</p> <p><b>Skills:</b> observing live specimens, posing questions about specimen adaptations, researching an insect or arachnid, presenting information</p>
<b>Grade 3</b>	<p><b>Content:</b> Earth Science (Water Cycle, Weather)</p> <p><b>Skills:</b> observing and noting physical changes; forming hypotheses; conducting simple experiments; measuring, recording and interpreting collected data; understanding lab safety and procedures</p>	<p><b>Content:</b> Life Science (Life Cycles, Vertebrates and Invertebrates)</p> <p><b>Skills:</b> classifying vertebrates according to characteristics, forming hypotheses, distinguishing between opinion and evidence, comparing and contrasting life cycles of vertebrates and invertebrates</p>	<p><b>Content:</b> Earth Science (Earth, The Universe and The Solar System)</p> <p><b>Skills:</b> using inquiry to form the basis of the scientific method, using questions to lead to scientific discovery, investigating Earth's relationship to the universe and solar system</p>
<b>Grade 4</b>	<p><b>Content:</b> Life Science (Food Webs, Energy Pyramid, Dependency in Ecosystems, Human Impact)</p> <p><b>Skills:</b> observing authentic ecosystems and recording data, analyzing how organisms survive and what threatens their balance, conducting simple investigations on populations and determining what can have an effect on them</p>	<p><b>Content:</b> Earth Science (Fossils, Types of Rocks, Components of Soil)</p> <p><b>Skills:</b> analyzing ancient remains and comparing them to modern organisms, classifying rocks and minerals, utilizing specialized tools to study rocks, minerals and fossils, identifying stages of the rock cycle</p>	<p><b>Content:</b> Physical Science (Electricity, Magnets, Forces)</p> <p><b>Skills:</b> designing and performing experiments to test hypotheses using circuits and magnets, analyzing observations made during experiments, exploring how things move without a visible force</p>

<b>Grade 5</b>	<p><b>Content:</b> Life Science (Biological Evolution of Plants, Diversity of Plants, Purpose of Different Groupings)</p> <p><b>Skills:</b> using critical thinking to find relationships, investigating and observing groupings</p>	<p><b>Content:</b> Life Science (Structure and Function of Cells, Tissues, Organs and Body Systems, Inherited and Acquired Traits)</p> <p><b>Skills:</b> identifying key traits and functions of organs and body systems, comparing and contrasting the different parts of the human body, using appropriate tools and techniques to gather and interpret data</p>	<p><b>Content:</b> Physical Science (Forms of Energy and Properties of Matter)</p> <p><b>Skills:</b> identifying, describing, and investigating characteristics of various forms of energy (e.g., light, sound, thermal, electric); designing, conducting and communicating procedures, results, and conclusions of a scientific investigation</p>
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