

## New Mexico Expanded Grade Band Expectations Science: Grades 3 and 4

### Strand I: SCIENTIFIC THINKING AND PRACTICE

Standard I: Understand the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting, and validating to think critically

	<b>K–4 Benchmark 1:</b> Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data		<b>K–4 Benchmark 2:</b> Use scientific thinking and knowledge and communicate findings		<b>K–4 Benchmark 3:</b> Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings	
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>1-a indicates that personal physical problems exist (e.g., crying for hunger)</i>	3.4	<i>1-a responds to routine events (e.g., stiffening or shifting body posture when being moved or transferred)</i>	3.2 4.1	<i>1-a attends to interesting science stimuli and materials (sights, sounds, touch, movement of own body) for at least a few seconds at a time on a regular basis</i>	3.3 4.3
	<i>2-a maintains and shifts attention between one or more objects, activities, or social partners</i>	3.4	<i>2-a recognizes that actions have consequences</i>	3.2 4.1	<i>2-a indicates understanding of routine events occurring in sequenced science activities</i>	3.3 4.3

	<b>K–4 Benchmark 1:</b> Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data		<b>K–4 Benchmark 2:</b> Use scientific thinking and knowledge and communicate findings		<b>K–4 Benchmark 3:</b> Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings	
<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>3-a indicates observed changes within the environment</i>	3.1 3.4 4.2 4.4	<i>3-a anticipates an action resulting from specific conditions (cause and effect)</i>	3.2 4.1	<i>3-a indicates understanding of next event in a sequence</i>	3.2 4.1
	<i>4-a recognizes that a problem/issue in the physical world exists</i>	3.1 3.4 4.3	<i>4-a recognizes that a problem/issue in the physical world exists</i>	3.2 4.1	<i>4-a recognizes patterns in the physical world (e.g., change of seasons)</i>	3.1 3.3 4.2 4.3
<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>5-a describes basic cause and effect</b>	3.4 3.5 4.2 4.3	<i>5-a recognizes that additional resources are available to answer questions about science concepts</i>	3.1 3.2 4.2 4.3	<i>5-a predicts the next logical event in a sequence</i>	3.2 4.1
	<i>5-b recognizes that additional resources are available to answer questions about science concepts</i>	3.1 3.2 3.5 4.2 4.3 4.4	<i>5-b communicates that a problem in the physical world exists</i>	3.2 4.1	<i>5-b communicates patterns in the physical world (e.g., change of seasons)</i>	3.1 3.3 4.2 4.3
	<i>5-c collects data (information) about the physical world around him or her</i>	3.2 3.1 3.4 4.1 4.4	<i>5-c communicates observations about the world</i>	3.1 4.1	<i>6-a recognizes that tables, charts, and graphs contain information that he or she can use</i>	3.1 3.3 4.2 4.3

	<b>K–4 Benchmark 1:</b> Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data		<b>K–4 Benchmark 2:</b> Use scientific thinking and knowledge and communicate findings		<b>K–4 Benchmark 3:</b> Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings	
	<b>6-a investigates solutions to problems</b>	3.2 3.4 4.2	<i>6-a predicts an appropriate reaction to an action</i>	3.1 3.2 4.1 4.3		
	<i>6-b records data related to a problem or observation (e.g., classroom attendance)</i>	3.2 3.4 4.1 4.2 4.4	<i>6-b describes the cause of an observed reaction</i>	3.2 4.3		
<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>7-a tests possible solutions to problems</i>	3.1 3.2 3.4 4.2 4.3	<i>7-a determines whether predicted reaction occurred (e.g., thunder follows lightning)</i>	3.2 4.3	<i>7-a recognizes and indicates patterns in graphs, charts, tables, and maps</i>	3.1 3.3 4.2 4.3
	<b>7-b uses instruments to perform investigations (e.g., magnifiers, timers, rulers, thermometers)</b>	3.3 3.4 4.1 4.2 4.4	<i>7-b uses available tools to communicate data (e.g., graphs, charts, tables, maps)</i>	3.1 3.2 4.3	<i>8-a describes patterns in graphs, charts, tables, and maps</i>	3.1 3.3 4.2 4.3
	<i>8-a uses data collected to both develop and test a hypothesis</i>	3.2 3.4 4.3 4.4	<b>8-a uses available tools to communicate analysis of data (e.g., graphs, charts, tables, maps)</b>	3.1 3.2 4.1 4.3		

	<b>K–4 Benchmark 1:</b> Use scientific methods to observe, collect, record, analyze, predict, interpret, and determine reasonableness of data		<b>K–4 Benchmark 2:</b> Use scientific thinking and knowledge and communicate findings		<b>K–4 Benchmark 3:</b> Use mathematical skills and vocabulary to analyze data, understand patterns and relationships, and communicate findings	
	<b>8-b uses available tools to collect and analyze data (e.g., graphs, charts, maps, timers, rulers, thermometers, timers, balances)</b>	3.3 3.4 4.1 4.2 4.4				

**S Strand II: CONTENT OF SCIENCE**

**Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy**

	<b>K–4 Benchmark 1:</b> Recognize that matter has different forms and properties		<b>K–4 Benchmark 2:</b> Know that energy is needed to get things done and that energy has different forms		<b>K–4 Benchmark 3:</b> Identify forces and describe the motion of objects	
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>1-a responds to changes in textures</i>	3.1	<b>1-a responds to changes in environmental conditions (e.g., changes in light, temperature, energy)</b>	3.3 4.2	<b>1-a responds to changes in movement and touch (e.g., observing the force of magnets)</b>	3.3 4.4
	<i>2-a responds selectively to tactile stimuli (e.g., hard/soft, scratchy/smooth, round/square)</i>	3.1	<b>2-a responds selectively to environmental conditions (e.g., light/dark, hot/cold)</b>	3.3 4.2	<i>2-a shows a preference for different types of movement (e.g., rocking, bouncing) and touch (e.g., heavy/light)</i>	3.3 4.4
<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>3-a distinguishes between different environments</b>	3.1 4.1	<b>3-a distinguishes between different environmental conditions (e.g., light/dark, hot/cold)</b>	3.3 4.1	<b>3-a recognizes that magnets can produce motion</b>	3.1 3.3 4.4
	<i>4-a describes functional changes in matter</i>	3.1 4.1 4.3	<i>4-a initiates purposeful activity in response to environmental conditions (e.g., changes in light, heat, sound, and pressure)</i>	3.3 4.1	<i>3-b recognizes that force produces motion</i>	3.3 3.4 4.1

	<b>K–4 Benchmark 1:</b> Recognize that matter has different forms and properties		<b>K–4 Benchmark 2:</b> Know that energy is needed to get things done and that energy has different forms		<b>K–4 Benchmark 3:</b> Identify forces and describe the motion of objects	
					<b>4-a identifies action or motion of objects.</b>	3.3 3.4 4.1 4.2 4.4
<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>5-a investigates simple properties of matter (e.g., hardness, flexibility, transparency)</i>	3.1 3.2 4.1	<i>5-a demonstrates how heat and light can be produced (e.g., burning, rubbing, electric switch)</i>	3.3 4.1 4.2 4.4	<i>5-a demonstrates that force produces motion</i>	3.4 4.1 4.2 4.4
	<i>5-b investigates the properties of substances changing when they are mixed, cooled, or heated (e.g., salt dissolves in water, ice melts)</i>	3.1 4.1	<i>5-b investigates the properties of sound (e.g., made by vibrating objects, pitch, loudness)</i>	3.3 4.3	<b>5-b demonstrates that magnets can be used to attract some objects</b>	3.1 3.3 4.2 4.4
	<i>6-a demonstrates that matter exists in different states (e.g., solid, liquid, gas)</i>	3.1 3.2 4.1 4.3	<b>6-a demonstrates that energy is needed to make things run (e.g., batteries run a radio, gas fuels a lawn mower, light switch allows flow of electricity to light bulb)</b>	3.3 4.1 4.2 4.3 4.4	<i>6-a observes how increased force produces increased motion (e.g., kicking ball, bowling)</i>	3.3 3.4 4.1 4.3 4.4

	<b>K–4 Benchmark 1:</b> Recognize that matter has different forms and properties		<b>K–4 Benchmark 2:</b> Know that energy is needed to get things done and that energy has different forms		<b>K–4 Benchmark 3:</b> Identify forces and describe the motion of objects	
<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>7-a demonstrates how matter changes states (e.g., ice, water, steam)</i>	3.1 3.2 4.1 4.3	<b>7-a uses energy to make things operate</b>	3.3 4.1 4.2 4.3 4.4	<i>7-a demonstrates that increased force produces increased motion (e.g., kicking ball, bowling)</i>	3.3 3.4 4.1 4.3 4.4
	<i>7-b labels scientific states (e.g., solid, liquid, gas) and properties (e.g., hardness, flexibility, transparency, mass) of matter</i>	3.1 3.2 4.1 4.2	<i>7-b labels different forms of energy (e.g., electricity, sunlight, wind, sound, heat)</i>	3.1 4.1 4.2 4.3	<b>7-b demonstrates that magnets attract some materials and have no effect on others</b>	3.1 3.2 3.3 4.2 4.4
	<i>8-a describes the energy form necessary to promote transitions among states of matter (e.g., heat changes ice cream from solid to liquid)</i>	3.1 3.2 4.1 4.3	<i>8-a describes how energy gets things done (e.g., batteries, the sun, wind, electricity)</i>	3.1 3.3 4.1 4.3 4.4	<i>8-a describes how increased force produces increased motion (e.g., kicking ball, bowling)</i>	3.3 3.4 4.1 4.3 4.4
	<i>8-b describes scientific terms for states (e.g., solid, liquid, gas) and properties of matter (e.g., hardness, flexibility, transparency, mass)</i>	3.1 3.2 4.1 4.2	<i>8-b describes different forms of energy (e.g., electricity, sunlight, wind, sound, heat)</i>	3.1 4.1 4.2 4.3	<b>8-b describes what materials are/are not attracted or repelled by magnets</b>	3.1 3.2 3.3 4.2

	<b>K–4 Benchmark 1:</b> Recognize that matter has different forms and properties		<b>K–4 Benchmark 2:</b> Know that energy is needed to get things done and that energy has different forms		<b>K–4 Benchmark 3:</b> Identify forces and describe the motion of objects	
			<i>8-c constructs a simple electric circuit</i>	4.4	<i>8-c labels the direction of a force, using arrows</i>	3.3 3.4 4.1 4.3 4.4
					<i>8-d labels the direction of a resultant force (e.g., directionality of kicking a ball, pool balls striking one another, magnetic poles)</i>	3.3 3.4 4.1 4.3 4.4

**Strand II: CONTENT OF SCIENCE**

**Standard II (Life Science): Understand the properties, structures, and processes of living things and the interdependence of living things and their environments**

	<b>K–4 Benchmark 1:</b> Know that living things have diverse forms, structures, functions, and habitats		<b>K–4 Benchmark 2:</b> Know that living things have similarities and differences and that living things change over time		<b>K–4 Benchmark 3:</b> Know the parts of the human body and their functions	
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>1-a attends to others in the environment for at least a few seconds at a time on a regular basis as demonstrated by physical orientation, when possible, toward others and a change in previous activity or behavior</b>	3.2 4.2	<b>1-a attends to others in the environment for at least a few seconds at a time on a regular basis as demonstrated by physical orientation, when possible, toward others and a change in previous activity or behavior</b>	3.1 4.1	<b>1-a responds to a variety of sensory information or stimuli (e.g., smell, visual, taste, touch, sound, or movement)</b>	4.1
	<b>2-a attends to organisms in the environment</b>	3.2 4.2	<i>2-a distinguishes between self and others</i>	3.1 4.1	<b>2-a distinguishes between self-directed movement and being moved by others</b>	4.1
					<i>2-b distinguishes between different people</i>	4.1

	<b>K–4 Benchmark 1:</b> Know that living things have diverse forms, structures, functions, and habitats		<b>K–4 Benchmark 2:</b> Know that living things have similarities and differences and that living things change over time		<b>K–4 Benchmark 3:</b> Know the parts of the human body and their functions	
<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>3-a distinguishes between different environments</i>	3.1 4.1 4.4	<b>3-a distinguishes between organisms</b>	3.1 3.2 4.1 4.2 4.3	<b>3-a identifies parts of the body (e.g., head, arms, legs, torso)</b>	3.2 4.1 4.2
	<b>3-b distinguishes between living organisms and non-living objects</b>	3.2 3.3 3.4 4.2 4.3	<i>3-b recognizes differences between plants and animals</i>	3.1 4.1 4.2 4.3	<i>3-b participates in activities to prevent the spread of disease and maintain health (e.g., hand washing, using a tissue, cleaning surfaces)</i>	3.1 3.2 4.1
	<i>4-a recognizes that animals and plants live in specific environments</i>	3.1 4.1 4.4	<i>3-c understands that animals and plants have needs for survival</i>	3.1 3.2 4.1 4.2 4.3	<b>4-a recognizes simple body functions</b>	3.2 4.1 4.2
	<i>4-b identifies organisms by appearance and behavior</i>	3.2 3.3 3.4 4.2 4.3	<i>4-a identifies characteristics of organisms</i>	3.1 3.2 4.1 4.2 4.3		
			<i>4-b recognizes that organisms grow and change</i>	3.1 4.2		

	<b>K–4 Benchmark 1:</b> Know that living things have diverse forms, structures, functions, and habitats		<b>K–4 Benchmark 2:</b> Know that living things have similarities and differences and that living things change over time		<b>K–4 Benchmark 3:</b> Know the parts of the human body and their functions	
<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<b>5-a demonstrates an understanding of the requirements necessary to sustain life in animals and plants.</b>	3.1 3.2 4.1 4.2 4.3	<i>5-a describes how organisms grow and change over time</i>	3.1 4.1 4.2 4.3	<i>5-a identifies functions of body systems (e.g., digestive, respiratory, circulatory)</i>	4.1 4.2
	<i>5-b identifies characteristics of living organisms and non-living objects.</i>	3.3 3.4 4.1 4.2 4.3	<b>5-b identifies characteristics of living organisms and non-living objects</b>	3.1 3.2 4.2	<b>5-b initiates activities to prevent the spread of disease and maintain health (e.g., hand washing, using a tissue, cleaning a surface)</b>	3.1 3.2 4.1
	<b>6-a describes the distinguishing characteristics of a variety of organisms (e.g., plants and animals)</b>	3.3 3.4 4.1 4.2 4.3	<i>5-c describes how people and other organisms can change the environment</i>	3.1 4.1 4.2 4.3	<b>6-a identifies basic requirements to sustain life in the human body (e.g., water, food, shelter)</b>	3.2 4.1
	<i>6-b labels the appropriate habitats for a variety of organisms</i>	3.1 4.1 4.4	<i>6-a labels stages of how an organism changes over its life span</i>	3.1 4.2	<i>6-b labels digestive, respiratory, and circulatory systems</i>	4.1 4.2
	<b>6-c identifies the basic requirements of organisms (e.g., water, food, shelter, air, sunlight)</b>	3.1 3.2 4.1 4.2 4.3	<i>6-b describes how the basic requirements of an organism (e.g., water, food, shelter, air, sunlight) change over its life span</i>	3.1 3.2 4.1 4.3		

	<b>K–4 Benchmark 1:</b> Know that living things have diverse forms, structures, functions, and habitats		<b>K–4 Benchmark 2:</b> Know that living things have similarities and differences and that living things change over time		<b>K–4 Benchmark 3:</b> Know the parts of the human body and their functions	
<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>		<b>GLPS</b>
	<i>7-a identifies structures of organisms by their functions (e.g., “show what birds use to fly”)</i>	3.2 4.1	<b>7-a compares how basic requirements of organisms (e.g., food, water, shelter, air, sunlight) change over their respective life spans</b>	3.1 3.2 4.1 4.3	<i>7-a identifies simple body parts by their function</i>	4.1 4.2
	<b>7-b compares the basic requirements of organisms (e.g., food, water, shelter, air, sunlight)</b>	3.1 3.3 3.4 4.2 4.3 4.4	<b>7-b compares how organisms change over their respective life spans (e.g., developmental stages such as egg to chicken and seed to flower)</b>	3.1 4.2	<b>7-b describes activities that prevent the spread of disease and maintain health</b>	3.1 3.2
	<i>8-a explains how form relates to function in organisms (e.g., fly with wings, eat with teeth)</i>	3.2 4.1	<b>8-a explains different characteristics of each stage of the life cycle for a variety of organisms (e.g., plant vs. animal, dog vs. spider)</b>	3.1 4.2	<b>7-c describes basic requirements to sustain life in the human body (e.g., water, food, shelter)</b>	3.2 4.1

	<b>K–4 Benchmark 1:</b> Know that living things have diverse forms, structures, functions, and habitats		<b>K–4 Benchmark 2:</b> Know that living things have similarities and differences and that living things change over time		<b>K–4 Benchmark 3:</b> Know the parts of the human body and their functions	
	<i>8-b explains why different organisms require specific habitats</i>	3.1 3.3 3.4 4.1 4.2 4.3 4.4	<b>8-b classifies organisms by their appearance, behavior, and habitat</b>	3.2 4.1 4.2 4.3	<i>8-a describes the parts of the human body and their functions</i>	4.1 4.2
					<b>8-b explains the importance of activities that prevent the spread of disease and maintain health</b>	3.1 4.1

**Strand II: CONTENT OF SCIENCE**

**Standard III (Earth and Space Science): Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems**

	<b>K–4 Benchmark 1:</b> Know the structure of the solar system and the objects in the universe		<b>K–4 Benchmark 2:</b> Know the structure and formation of Earth and its atmosphere and the processes that shape them	
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>
	<i>1-a attends to objects in the sky</i>	3.3 3.4	<i>1-a responds to changes in weather conditions</i>	3.1 4.3
	<i>2-a shifts attention to objects in the sky</i>	3.3 3.4	<i>2-a shifts attention to changes in the weather</i>	3.1 4.3
<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>
	<i>3-a associates objects in the sky with time of day (e.g., sun with day; moon with night)</i>	3.1 3.2 4.3	<i>3-a associates changes of weather with seasons (e.g., cold/winter, hot/summer)</i>	3.3 3.4 4.2 4.3
	<i>4-a identifies sun, moon, and stars</i>	3.1 3.2 4.3	<i>4-a identifies weather elements (e.g., rain, snow, wind)</i> <i>4-b investigates properties of a variety of rocks (e.g., igneous, metamorphic, sedimentary)</i>	3.3 3.4 4.2 4.3
<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>
	<i>5-a observes how the moon looks different over time</i>	3.1 3.2 4.3	<b>5-a describes weather elements (e.g., rain, snow, wind)</b>	3.3 3.4 4.2 4.3
	<i>6-a names types of objects in the sky (e.g., sun, moon, stars)</i>	3.1 3.2 4.3	<i>5-b describes properties of rocks (e.g., hardness, heaviness)</i>	4.1

	<b>K–4 Benchmark 1:</b> Know the structure of the solar system and the objects in the universe		<b>K–4 Benchmark 2:</b> Know the structure and formation of Earth and its atmosphere and the processes that shape them	
	<i>6-b demonstrates understanding that the moon looks different over time</i>	3.1 3.2 4.3	<b>6-a indicates current weather conditions</b>	3.3 3.4 4.2 4.3
			<b>6-b identifies basic landforms (e.g., mountains, mesas, arroyos)</b>	3.1 4.1
			<i>6-c identifies tools used to gather weather data (e.g., wind sock, anemometer, thermometer, rain gauge)</i>	4.2 4.3
<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>		<b>GLPS</b>
	<i>7-a describes the differences between day and night</i>	3.1 3.2 4.3	<b>7-a observes and records weather data</b>	3.4 4.2 4.3
	<i>7-b demonstrate understanding that there are patterns of stars (e.g., constellations)</i>	3.3 4.3	<i>7-b identifies different climates (e.g., desert, arctic, rainforest)</i>	3.1 4.1
	<i>8-a identifies types of objects in the solar systems (e.g., planets, moons, stars)</i>	3.1 3.2	<i>7-c labels the different forms of water (e.g., in clouds and fog as tiny droplets; in rain, snow, hail)</i>	3.4 4.3
	<i>8-b demonstrates understanding that telescopes are used to observe distant objects in the sky</i>	3.5 4.1 4.2	<i>8-a describes how the Earth’s surface is changed by a variety of forces (e.g., wind, water, volcanoes, earthquakes)</i>	3.1 3.3
	<i>8-c demonstrates that the earth rotates</i>	3.3 4.3	<b>8-b describes how local weather changes throughout the year</b>	3.4 4.2 4.3
			<i>8-c describes how the different forms of water change from one form to another through various processes (e.g., freezing/condensation, precipitation, evaporation)</i>	3.4 4.3
			<i>8-d categorizes different types of rocks and minerals (e.g., igneous, metamorphic, sedimentary) by their properties (e.g., hardness, heaviness, color)</i>	3.1 4.1

**Strand III: SCIENCE AND SOCIETY**

**Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies**

	<b>K–4 Benchmark 1:</b> Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	
<b>ENGAGEMENT</b>	<b>The student</b>	<b>GLPS</b>
	<i>1-a attends to others while participating in discussions about the impact of science on society (e.g., food packaging and preparation, recycling, man-made materials, computers)</i>	3.1 3.2 3.3 4.2 4.3
	<i>2-a responds to others while participating in discussions about the impact of science on society (e.g., food packaging and preparation, recycling, man-made materials, computers)</i>	3.1 3.2 3.3 4.2 4.3
<b>PRE-SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>
	<i>3-a participates in activities that represent the impact that science has on the decisions made by individuals and societies</i>	3.1 3.2 3.3 3.4 4.1
	<i>4-a identifies tools and machines used in science</i>	3.1 3.2 4.3

	<b>K–4 Benchmark 1:</b> Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	
<b>SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>
	<i>5-a sequences activities that represent the impact that science has on the decisions made by individuals and societies</i>	3.1 3.4 4.1
	<i>5-b initiates activities that represent the impact that science has on the decisions made by individuals and societies (e.g., hand washing, taking medication, nutritional choices)</i>	3.1 3.4 4.1
	<i>6-a identifies basic safety needs defined by science</i>	3.1 3.4 4.1
<b>EXTENDED SYMBOLIC</b>	<b>The student</b>	<b>GLPS</b>
	<i>7-a identifies aspects of science and technology that have changed our lives (e.g., medicine, food storage, textiles and materials, storing and retrieving information, assistive technology)</i>	3.1 3.2 3.3 4.2 4.3
	<b>8-a explains the importance of health and safety activities (e.g., hand washing, cooking and refrigeration of foods, vaccinations, medicine)</b>	3.1 3.2 4.1
	<i>8-b describes how science and technology have changed our lives (e.g., medicine, food storage, textiles and materials, storing and retrieving information, assistive technology)</i>	3.1 3.2 3.3 4.2 4.3
	<i>8-c describes how pollutants can be harmful to our environment (e.g., poisons, pollution, trash)</i>	3.4 4.1