

Science - Grade 4		
Item	Performance Indicator	Standard
1	Attend to common substances or objects.	Standard 2: Students demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems, and demonstrate the thinking skills associated with this knowledge.
2	Recognize a mixture.	Standard 2: Students demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems, and demonstrate the thinking skills associated with this knowledge.
3	Recognize a mixture.	Standard 2: Students demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems, and demonstrate the thinking skills associated with this knowledge.
4	Identify the different components of a mixture.	Standard 2: Students demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems, and demonstrate the thinking skills associated with this knowledge.
5	Identify how a given mixture can be separated.	Standard 2: Students demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems, and demonstrate the thinking skills associated with this knowledge.
6	Attends to pictures being shown.	Standard 2: Students demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems, and demonstrate the thinking skills associated with this knowledge.
7	Recognize animals.	Standard 3: Students demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment, and demonstrate the thinking skills associated with this knowledge.
8	Recognize plants.	Standard 3: Students demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment, and demonstrate the thinking skills associated with this knowledge.
9	Recognize arms, legs, heads, bodies, antennae, eyes, nose, mouths and tails of animals.	Standard 3: Students demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment, and demonstrate the thinking skills associated with this knowledge.

10	Recognize which is living when given a choice between something that is living and something that is nonliving. Identify which components in a group are living and which are nonliving.	Standard 3: Students demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment, and demonstrate the thinking skills associated with this knowledge.
11	Sort plants and animals according to their similarities and differences.	Standard 3: Students demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment, and demonstrate the thinking skills associated with this knowledge.
12	Attend to the weather.	Standard 4: Students demonstrate knowledge of the composition, processes and interactions of Earth's systems and other objects in space, and demonstrate the thinking skills associated with this knowledge.
13	Recognize that rain is liquid water.	Standard 4: Students demonstrate knowledge of the composition, processes and interactions of Earth's systems and other objects in space, and demonstrate the thinking skills associated with this knowledge.
14	Recognize that rain is liquid water.	Standard 4: Students demonstrate knowledge of the composition, processes and interactions of Earth's systems and other objects in space, and demonstrate the thinking skills associated with this knowledge.
15	Identify parts of the water cycle. Recognize that lakes and rivers have water in them.	Standard 4: Students demonstrate knowledge of the composition, processes and interactions of Earth's systems and other objects in space, and demonstrate the thinking skills associated with this knowledge.
16	Recognize that winter is usually the colder time of year.	Standard 4: Students demonstrate knowledge of the composition, processes and interactions of Earth's systems and other objects in space, and demonstrate the thinking skills associated with this knowledge.
17	Attend to the seasons.	Standard 4: Students demonstrate knowledge of the composition, processes and interactions of Earth's systems and other objects in space, and demonstrate the thinking skills associated with this knowledge.
18	Recognize that fall is the time that the weather begins to become colder.	Standard 4: Students demonstrate knowledge of the composition, processes and interactions of Earth's systems and other objects in space, and demonstrate the thinking skills associated with this knowledge.

19	Recognize that summer is usually the hottest time of the year.	Standard 4: Students demonstrate knowledge of the composition, processes and interactions of Earth's systems and other objects in space, and demonstrate the thinking skills associated with this knowledge.
20	Recognize that winter is usually the colder time of year.	Standard 4: Students demonstrate knowledge of the composition, processes and interactions of Earth's systems and other objects in space, and demonstrate the thinking skills associated with this knowledge.
21	Identify a question that would increase knowledge about the world.	Standard 6: Students understand historical developments in science and technology.
22	Attend to tools being shown.	Standard 2: Students demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems, and demonstrate the thinking skills associated with this knowledge.
23	Compare the common physical properties.	Standard 2: Students demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems, and demonstrate the thinking skills associated with this knowledge.
24	Identify tools needed to solve a problem.	Standard 5: Students understand how scientific knowledge and technological developments impact today's societies and cultures.
25	Attend to common tools to measure length.	Standard 1: Students design, conduct, evaluate, and communicate processes and results of scientific investigations, and demonstrate the thinking skills associated with this procedural knowledge.
26	Recognize technology as tools and techniques to solve problems.	Standard 5: Students understand how scientific knowledge and technological developments impact today's societies and cultures.