| I Can.. Statement |
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| I can explain why evidence, clear communication and accurate record-keeping are essential to science. |
| I can compare and contrast reasons why an investigation might have the same or different results. |
| I can explain why explanations for observations lead to more observations. |
| I can explain why different models are used to represent occurrences and that there are limits to their explanation. |
| I can compose a scientific question and plan a scientific investigation to answer the question. |
| I can investigate and collect evidence in a scientific investigation. |
| I can conduct or critique and experiment.  I can explain how and why the results change depending on the validity of the experiment. |
| I can describe how science and engineering are influenced by MN traditions and beliefs. |
| I can use tools accurately when gathering, analyzing and interpreting data. |
| I can create different kinds of maps of the community and state.  I can analyze different kinds of maps of the community and state. |
| I can list examples of simple machines.  I can demonstrate how the change of input/output in forces and motion. |
| I can name and explain the force that starts something moving/changes speed or direction of motion. |
| I can demonstrate that a greater force of an object produces a greater change in motion. |
| I can explain how rocks and weather combine with organic matter to form soil. |
| I can compare/contrast how slow and rapid processes form the features of Earth’s surface. |
| I can name renewable and nonrenewable resources found in MN.  I can describe how renewable and nonrenewable are used in MN. |
| I can explain how mineral resources are obtained and processed and how their properties are useful.  I can explain how energy resources are obtained and processed and how their properties are useful. |
| I can explain how individual decisions on natural systems are impacted. |
| I can describe how plant structures and functions provide survival.  I can describe how animal structures and functions provide survival. |
| I can describe a natural system in MN and identify the relationship between living and nonliving parts.  I can design and construct a habitat for a living organism that meets its need for food, air, and water. |
| I can explain what would happen to an ecosystem if one of its parts were changed.  I can conduct an investigation detailing how road run-off affects plants, insects and other parts of an ecosystem.  I can conduct an investigation of how an invasive species changes an ecosystem. |
| I can name examples of beneficial and harmful interactions with natural systems. |