

REPORT CARD -

<p>Asks and Identifies questions to be answered</p>	<p>Asking Questions and Defining Problems Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. Students could ask questions [about] gravity breaking rocks, soils, and sediments into smaller particles and moving them around that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. 4-ESS2-1</p>
<p>Conducts investigations and collects data</p>	<p>Planning and Carrying Out Investigations Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. Students could make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon [related to] waves moving across the surface of deep water, [including that] the water goes up and down in place [and that] there is no net motion in the direction of the wave. 4-PS4-1</p>
<p>Uses scientific models to show thinking</p>	<p>Developing and Using Models Develop and/or use models to describe and/or predict phenomena. Students could develop a model to describe [that] local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes, [and that] the presence and location of certain fossil types indicate the order in which rock layers were formed. 4-ESS1-1</p>
<p>Designs or builds a device that solves a specific problem</p>	<p>Constructing Explanations and Designing Solutions Identify the evidence that supports particular points in an explanation. Students could identify the evidence that supports particular points in an explanation [that] waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). 4-PS4-1</p>