

1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Grade  
*Louisiana Black Bears*

**Louisiana Grade Level Expectations for K-12 Science**

Grade Level	Strand of Science	Grade Level Expectation
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>1 (SI-E-A1)</b> Ask questions about objects in the environment (e.g. plants, rocks, storms)
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>2 (SI-E-A1)</b> Pose questions that can be answered by using students' own observations and scientific knowledge
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>3 (SI-E-A2)</b> Predict and anticipate possible outcomes
1	Life Science: Organisms and Their Environments	<b>32 (LS-E-C1)</b> Describe features of some animals that benefit them in their environments
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>1 (SI-E-A1)</b> Ask questions about objects in the environment (e.g. plants, rocks, storms)
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>2 (SI-E-A1)</b> Pose questions that can be answered by using students' own observations and scientific knowledge, and testable investigations
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>4 (SI-E-A2)</b> Predict and anticipate possible outcomes
2	Life Science: Characteristics of Organisms	<b>27 (LS-E-A1)</b> Match the appropriate food source and habitat for a variety of animals (e.g. cows/grass/field, fish/tadpoles/water)
2	Science and the Environment	<b>45 (SE-E-A2)</b> Locate and identify plants and animals within an ecosystem
2	Science and the Environment	<b>46 (SE-E-A2)</b> Illustrate and describe a simple food chain located within an ecosystem
2	Science and the Environment	<b>47 (SE-E-A2)</b> Identify the Sun as the primary energy source in a food chain
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>1 (SI-E-A1)</b> Ask questions about objects in the environment (e.g. plants, rocks, storms)

3	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>2</b> (SI-E-A1) Pose questions that can be answered by using students' own observations and scientific knowledge, and testable investigations
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>4</b> (SI-E-A2) Predict and anticipate possible outcomes
3	Science and the Environment	<b>58</b> (SE-E-A3; SE-E-A5) Describe how humans have had negative and positive effects on organisms and their environments
3	Science and the Environment	<b>62</b> (SE-E-A5) Identify animals in Louisiana that have recovered and that are no longer considered endangered