

1st, 2nd, and 3rd Grade
Now Hear This!

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	1 (SI-E-A1) Ask questions about objects in the environment (e.g. plants, rocks, storms)
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	2 (SI-E-A1) Pose questions that can be answered by using students' own observations and scientific knowledge
1	Science as Inquiry: The Abilities to Do Scientific Inquiry	3 (SI-E-A2) Predict and anticipate possible outcomes
1	Forms of Energy	18 (PS-E-C1) Demonstrate how sound is made in a variety of ways (e.g. singing, whispering, striking an object)
1	Forms of Energy	19 (PS-E-C1) Describe and demonstrate the volume of sound (e.g. soft, loud)
1	Life Science: Characteristics of Organisms	29 (LS-E-A3) Describe basic functions of parts of the body (e.g. lungs, heart, bones, muscles)
1	Life Science: Organisms and Their Environments	32 (LS-E-C1) Describe features of some animals that benefit them in their environments
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	1 (SI-E-A1) Ask questions about objects in the environment (e.g. plants, rocks, storms)
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	2 (SI-E-A1) 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	3 (SI-E-A1) Use observations to design and conduct simple investigations or experiments to answer testable questions
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	4 (SI-E-A2) Predict and anticipate possible outcomes
2	Science as Inquiry: The Abilities to Do Scientific Inquiry	6 (SI-E-A3) Use the five senses to describe observations

2	Forms of Energy	21(PS-E-C1) Use students' own voices to demonstrate pitch (e.g. low, high)
2	Forms of Energy	22 (PS-E-C1) Give examples of objects that vibrate to produce sound (e.g. drum, stringed instrument, end of a ruler, cymbal)
2	Life Science: Characteristics of Organisms	30 (LS-E-A4) Identify physical characteristics of organisms (e.g. worms, amphibians, plants)
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	1 (SI-E-A1) Ask questions about objects in the environment (e.g. plants, rocks, storms)
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	2 (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	3 (SI-E-A1) Use observations to design and conduct simple investigations or experiments to answer testable questions
3	Science as Inquiry: The Abilities to Do Scientific Inquiry	6 (SI-E-A3) Use the five senses to describe observations
3	Forms of Energy	27 (PS-E-C1) Use the words high/low to compare the pitch of sound and the words loud/soft to compare the volume (amplitude) of sound
3	Life Science: Characteristics of Organisms	35 (LS-E-A3) Compare structures (parts of the body) in a variety of animals (e.g. fish, mammals, reptiles, amphibians, birds, insects)
3	Life Science: Characteristics of Organisms	39 (LS-E-A4) Compare organisms from different groups (e.g. birds with mammals, terrestrials plants with aquatic plants)