

4<sup>th</sup> and 5<sup>th</sup> Grade  
*Now Hear This!*

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

Grade Level	Strand of Science	Grade Level Expectation
4	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)
4	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
4	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>3 (SI-E-A1)</b> Use observations to design and conduct simple investigations or experiments to answer testable questions
4	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>4 (SI-E-A2)</b> Predict and anticipate possible outcomes
4	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>7 (SI-E-A3)</b> Use the five senses to describe observations
4	Life Science: Characteristics of Organisms	<b>41 (LS-E-A3)</b> Describe how parts of animals' bodies are related to their functions and survival (e.g. wings/flying, webbed feet/swimming)
4	Life Science: Organisms and Their Environments	<b>52 (LS-E-C2)</b> Describe how some plants and animals have adapted to their habitats
5	Science as Inquiry: The Abilities to Do Scientific Inquiry	<b>1 (SI-M-A1)</b> Generate testable questions about objects, organisms, and events that can be answered through scientific investigation
5	Life Science: Structure and Function of Living Systems	<b>20 (LS-M-A5)</b> Describe the levels of structural organization in living things (e.g. cells, tissues, organs, organ systems)
5	Life Science: Adaptations of Organisms	<b>29 (LS-M-D1)</b> Describe adaptations of plants and animals that enable them to thrive in local and other natural environments