

<p style="text-align: center;">Science Grade 4 Physical Science: Sound (SO)</p>					
Outcome		<p>1 - Beginning The student is having difficulty demonstrating an understanding of the concept.</p>	<p>2 – Approaching The student is developing an understanding of the concept.</p>	<p>3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.</p>	<p>4-Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.</p>
<p>SO4.1 Explore natural and artificial sources of sound in the environment and how those sounds are detected by humans and animals.</p>	<p>Explore natural and artificial sources of sound</p>	<ul style="list-style-type: none"> I can carry out simple processes to identify some natural and artificial sources of sound in the environment. 	<ul style="list-style-type: none"> I can carry out simple processes with some accuracy to identify some natural and artificial sources of sound in the environment and how these sounds affect daily life. 	<ul style="list-style-type: none"> I can carry out processes accurately to differentiate between natural and artificial sounds in the environment. 	<ul style="list-style-type: none"> I can design and carry out a process to make predictions about the importance of natural and artificial sound in daily life.
	<p>Explore how sounds are detected by humans</p>	<ul style="list-style-type: none"> I can carry out simple processes to explain how humans and animals detect sounds. 	<ul style="list-style-type: none"> I can carry out simple processes with some accuracy to explain how humans and animals detect sounds. 	<ul style="list-style-type: none"> I can carry out processes accurately compare how humans and animals detect sounds. 	<ul style="list-style-type: none"> I can design and carry out a process to make predictions about how structural modifications might affect hearing in people or animals, using the scientific process.
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SO4.2 Draw conclusions about the characteristics and physical properties of sound, including pitch and loudness, based on observation.	<ul style="list-style-type: none"> • I can make some generalizations about characteristics of sound including pitch and loudness as learned through observation, with help. • I can make generalizations about the physical properties of sound including pitch and loudness as learned through observation, with help. • I can carry out processes to predict how sound reacts when traveling through or interacting with different substances. 	<ul style="list-style-type: none"> • I can make some generalizations about the characteristics of sound, as learned through observation. • I can make some generalizations about the physical properties of sound as learned through observation. • I can carry out processes with some accuracy to predict how sound reacts when traveling through or interacting with different substances. 	<ul style="list-style-type: none"> • I can make generalizations about the characteristics of sound, including pitch and loudness, as learned through observation. • I can make generalizations about the physical properties of sound including pitch and loudness as learned through observation. • I carry out processes accurately to predict how sound reacts when traveling through and interacting with different substances. 	<ul style="list-style-type: none"> • I can compare my observations about the characteristics of sound, including pitch and loudness, with that of scientific research. • I can compare my observations about the physical properties of sound, including pitch and loudness, with that of scientific research. • I can design and carry out an accurate investigation to compare how sound reacts when traveling through and interacting with different substances.
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SO4.3 Assess personal, societal, and environmental impacts of sound-related technologies.	Personal impact	<ul style="list-style-type: none"> • With help, I can identify some positive and negative impacts of sound-related technologies on people. 	<ul style="list-style-type: none"> • I can identify some positive and negative impacts of sound-related technologies on people. 	<ul style="list-style-type: none"> • I can explain the positive and negative impacts of sound-related technologies on people. 	<ul style="list-style-type: none"> • I can recommend a sound-related technology for my own use, with examples and details for support.
	Societal impact	<ul style="list-style-type: none"> • With help, I can identify some positive and negative impacts of sound-related technologies on society. 	<ul style="list-style-type: none"> • I can identify some positive and negative impacts of sound-related technologies on society. 	<ul style="list-style-type: none"> • I can explain the positive and negative impacts of sound-related technologies on society. 	<ul style="list-style-type: none"> • I can recommend a sound-related technology for use in society, with examples and details for support.
	Environmental Impact	<ul style="list-style-type: none"> • With help, I can identify a few positive and negative impacts of sound-related technologies on the environment. 	<ul style="list-style-type: none"> • I can identify some positive and negative impacts of sound-related technologies on the environment. 	<ul style="list-style-type: none"> • I can explain the positive and negative impacts of sound-related technologies on the environment. 	<ul style="list-style-type: none"> • I can recommend a sound-related technology for use in the environment with minimal negative impact, with examples and details for support.
<p>Comments</p>					