



# ADW Academic Standards Report Card Guide Sheets

**Grade: Kindergarten    Subject: Science**

Report Card Standard	Uses observations of local weather to describe daily and seasonal weather patterns.		
Learning Targets by Quarter			
1	2	3	4
I can:  Understand that weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.  Understand that weather changes from day to day and over the seasons.	I can:  Discover that scientists measure weather conditions to describe and record the weather and to notice patterns over time.  Identify thermometers as being used to measure temperature.	I can:  Learn that some kinds of severe weather are more likely than others in a given region.  Know that weather scientists forecast severe weather so that the communities can prepare for and respond to these events.	I can:  Identify different types of clouds and know that they indicate different types of weather.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Draw and label different type of weather patterns.	Student can:  Role play, draw, describe weather scientist.  Correctly identify a thermometer and its purpose.	Student can: List different types of severe weather by region.  Role play, draw, describe weather scientists	Student can:  Draw and label the 3 different type of clouds and dictate what time of weather they forecast.



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Report Card Standard	Observes and describes that there are many different organisms and they each need specific things to survive.		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can:  Recognize the environment consists of many types of living organisms and non-living materials and objects.  Identify living organisms include plants, animals, and fungi.	I can:  Recognize that organisms depend on the land, water, and air to live and grow.  Identify that animals and fungi need to take in food in order to grow, but plants do not.  Discover that plants require sunlight (energy), air, and water to make their own food.  Learn animals use different body parts to obtain food and other resources needed to grow and survive.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can:  Sort pictures of living and nonliving things correctly.	Student can:  List/draw/label items needed for animals and plants to live and grow.  Describe or draw animals using different body parts to obtain food and resources to grow and survive.



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Report Card Standard	Sorts objects based on observable properties, explaining their reasoning.		
Learning Targets by Quarter			
1	2	3	4
I can:  Understand matter can be described and classified by its observable physical properties.	I can:  Make observations such color, texture, hardness, absorbency, and flexibility, shape, and size.	I can:  Sort different objects by their observable properties.	I can:  Sort objects based on observable properties, and explain reasoning.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Describe differences between liquids and solids and sort appropriately	Student can: Record data on observable properties through drawings, recording sheet, etc.	Student can: Given a set of objects student can sort using more than 1 properties.	Student can: Describe thoughts process after sorting objects by their observable properties.



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Report Card Standard	Makes observations using scientific tools.		
Learning Targets by Quarter			
1	2	3	4
I can:  Identify different scientific tools and their purposes.	I can:  Use Scientific tools while investigating	I can:  Determine correct scientific tool to use based on desired investigation.	I can:  Determine correct scientific tool to use based on desired investigation and describe why and how the tool will be used.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Identify and describe 3 different scientific tools and what they are used for.	Student can:  Using scientific tools, investigate the world around them and describe or draw observations.	Student can:  Independently choose the appropriate scientific tool needed to investigate and make discoveries.	Student can:  Independently choose the appropriate scientific tool needed to investigate and make discoveries and discuss/draw/etc. the reasons for selection of the tool.