



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Kindergarten Subject: Science**

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



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



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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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<b>Report Card Standard</b>	<b><u>Physical Science</u> Sorts objects based on observable properties, explaining their reasoning.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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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<b>Report Card Standard</b>	<b><u>Scientific Inquiry</u> Makes observations using scientific tools.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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.