



Science (mark students in each trimester)

Understands and applies key vocabulary

- Student demonstrates an understanding of the major science kit vocabulary by using key words during classroom discussion, written responses, and graphics.

Assessment opportunities:

- Whole group lessons/activities
- End of Unit assessments
- Cooperative/Individual projects

Beginning	Approaching	Meeting	Exceeding
The student shows some application of key vocabulary.	The student uses major vocabulary during classroom discussion, pictorial, and written responses but needs significant teacher assistance.	The student independently uses major vocabulary during classroom discussion, pictorial, and written responses.	The student independently applies key vocabulary across the curriculum. The student generates synonyms and antonyms for key vocabulary.



Science: Balancing & Weighing (mark students in trimester ONLY when kit is taught)

Identifies & uses tools & instruments for scientific investigation.

Students will KNOW (content):

- Balance is affected by the amount of weight, the position of weight, and the position of the fulcrum.
- Weighing is the process of balancing an object against a certain number of standard units.
- The weight of an object is not determined by its size.
- Equal volumes may not have equal weight. Equal weights may not have equal volumes.

Assessment Opportunities

Students will DO (skills):

- Perform simple experiments with balance and weight.
- Apply previous experiments with balancing to build mobiles.
- Determine the point where an object can balance.
- Predict the serial order for weighing objects.
- Use an equal-arm and a pan balance to compare and weigh.
- Apply strategies for comparing and weighing to solve problems.
- Record results on record sheets, bar graphs, line plots, data tables, and Venn diagrams.
- Demonstrate the center of gravity.
- Communicate ideas, observations, and experiences through writing, drawing, and discussion.
- Read to learn more about balancing and weighing.

Beginning	Approaching	Meeting	Exceeding
Even with teacher support, student struggles to identify and use tools and instruments to apply strategies needed for scientific investigation. Student may inaccurately record data. Student may have difficulty solving problems.	Student identifies and uses tools and instruments and applies strategies needed for scientific investigation and problem solving and data recording, but needs significant teacher assistance. Some errors may occur.	Student correctly identifies and uses tools and instruments and applies strategies needed for scientific investigation, problem solving and data recording. Student requires minimal teacher assistance.	Student initiates creative uses for tools and instruments. Student generates additional strategies, and asks higher level thinking questions for independent scientific investigation.



Science: Habitats (mark students in trimester ONLY when kit is taught)

Understands the basic needs of living organisms

Students will KNOW (content):

- The basic needs of all living things are food, water, air, shelter, space, and light.
- The relationship between an organism and its habitat.
- How living things adapt.
- What is a habitat?
- Differences and variations in habitats.

Assessment Opportunities

Students will DO (skills):

- Identify the basic needs of living things.
- Observe how the conditions of an organism’s habitat allow the organism to meet its needs.
- Explore physical factors that influence habitats such as amounts of light, moisture, and heat.
- Develop an understanding of the ways in which organisms are adapted to their habitats.
- Communicate ideas, observations, explorations, understandings, and application of knowledge through writing, drawing, and discussion.
- Make predictions and draw conclusions from data collected.

Beginning	Approaching	Meeting	Exceeding
Even with teacher support, student struggles to identify plant, animal and human basic needs, and characteristics of their habitats. Student may draw invalid conclusions from observations about an organism and its ability to adapt.	Student identifies plant, animal and human basic needs, and characteristics of their habitats, but needs significant teacher assistance. Student inconsistently draws conclusions from observations about an organism and its ability to adapt.	Student correctly identifies plant, animal and human basic needs, and characteristics of their habitats with minimal teacher assistance. Student consistently draws conclusions from observations about an organism and its ability to adapt.	Student initiates special projects to extend their knowledge of plant, animal, and human needs and habitats. Student sees relationships, and asks critical questions about cause and effect regarding adaptation within a habitat.



Science: New Plants (mark students in trimester ONLY when kit is taught)

Describes the life cycles of plants

Students will KNOW (content):

- Soil may contain animals, plants, and their remains.
- Composting-especially with worms- is an effective way to recycle old plants and other discarded organic matter.
- Sand, clay, and humus are three of the basic components in soil.
- Every soil component has unique properties that can be identified using simple tests.
- Different soils absorb water at different rates.
- Many factors, including soil, affect plant and root growth.
- Plants are alive.
- Plants need water, air, nutrients and light to grow.
- Plants parts develop in a sequence called a life cycle.
- Identification of plant parts and plant functions
- Plant pollination may occur by insects.
- Seed travel and germination
- Not all plants grow from a seed. (bulbs, tubers, cuttings)

Assessment Opportunities

Students will DO (skills):

- Assemble laboratory materials for plant and soil experiments.
- Plan and conduct simple investigations with plants.
- Perform simple tests to describe and identify soil components and properties.
- Observe, record, and organize test results.
- Interpret test results to draw conclusions about soil composition and plant growth and development.
- Reflect on test results to predict how plants will grow in different soils.
- Communicate results from plant and soil investigations and express ideas through writing, drawing, and discussion.
- Apply previously learned concepts and skills to analyze unfamiliar soil samples and make comparisons among different kinds of plants and their systems.

Beginning	Approaching	Meeting	Exceeding
Even with teacher support, student struggles to identify plant parts and their functions, soil types and characteristics. Student requires significant support to perform experiments, record accurate observations and compare results.	Student identifies plant parts and their functions, soil types and characteristics. Student requires support to perform experiments, record accurate observations and compare results. Some errors may occur.	Student correctly identifies plant parts and their functions, soil types and characteristics. Student accurately records observations and compares results from successfully completed experiments, with minimal teacher assistance.	Student independently initiates plant and soil experiments to test their own hypotheses. Student accurately observes, records, understands, and explains experiment outcome.