



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, pictorial, and written responses.

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: Solids & Liquids (mark students in trimester ONLY when kit is taught)

Recognized basic concepts about the structures and properties of matter.

- Sort solids by color, shape, sink, float, stackable, roll etc
- Sort solids by hardness
- Identify properties of solids
- Compare and contrast 2 liquids
- Predict, test and record which solids are attracted to magnets
- Predict which solids will roll down a ramp and how far they will go.

Assessment opportunities:

- Compare & contrast graphic organizer
- Explain properties of solids & liquids
- Complete KWL Chart

Beginning	Approaching	Meeting	Exceeding
The student shows some evidence of understanding the major concepts and is able to make connections with significant teacher assistance.	The student shows evidence of understanding the major concepts and can independently make connections across the curriculum.	The student generates higher level questions and summarizes major concepts.	The student generates higher level questions about the major concepts and synthesizes ideas across the curriculum.



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

Differentiates between types of weather

- Observe the process of evaporation and the changes in puddles
- Sort cloud photos into categories (cirrus, stratus, cumulus)
- Observe weather outside using your 5 senses
- Gather and record wind data on chart
- Measure temperature using a thermometer
- Construct a rain gauge, measure and record rainfall.

Assessment opportunities:

- Observe, gather, collect, and analyze weather data
- Discuss, draw, or write about meteorologists
- Using Kidspiration, develop a concept map/web about how weather affects people

Beginning	Approaching	Meeting	Exceeding
The student shows some evidence of understanding the major concepts and is able to make connections with significant teacher assistance.	The student shows evidence of understanding the major concepts and can independently make connections across the curriculum.	The student generates higher level questions and summarizes major concepts.	The student generates higher level questions about the major concepts and synthesizes ideas across the curriculum.



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

Compares and contrasts the similarities and differences of living things

- Discuss the needs of living things and how they are met
- Explore the differences between living and non-living things
- Describe how living things interact with one another
- Understand relationships of living things based on the need for one another.
- Observe and record data on the bean plant, trees and animals found on the school grounds
- Build a terrarium and discuss how change effects the environment

Assessment opportunities:

- Compare & contrast living & non-living
- Use Kidspiration to create a concept map of Characteristics of a Living Things
- Discuss, draw, or write about living things
- Observe and record data on the bean plant, trees and animals found on the school grounds
- Build a terrarium and discuss how change effects the environment

Beginning	Approaching	Meeting	Exceeding
The student shows some evidence of understanding the major concepts and is able to make connections with significant teacher assistance.	The student shows evidence of understanding the major concepts and can independently make connections across the curriculum.	The student generates higher level questions and summarizes major concepts.	The student generates higher level questions about the major concepts and synthesizes ideas across the curriculum.