

<b>Earth and Space Science Standard:</b> Students develop an understanding of the basic features and processes of the earth, the composition and structure of the universe, and their interactions.		
<b>Student Learning Expectation:</b>	<b><i>I Can</i> Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
The student...  1. can observe and compare weather changes from day to day and season to season. (21 <sup>st</sup> -E,T)	I can...  1. a. name different kinds of weather.  1. b. name the seasons.  1. c. tell what kind of weather happens during each season.	1. a. record daily weather  1. b. seasons/weather chart, temperature chart  1. c. record seasonal changes of a living object in the outdoor school habitat

☞ = opportunities to integrate Technology Literacy  
 ★ = SEB assesses this skill  
 📺 = technology assesses this skill  
 ☒ = not reported

(21<sup>st</sup> -F)=Financial Literacy  
 (21<sup>st</sup>-E)=Employability Skills  
 (21<sup>st</sup>-T)=Technology Literacy  
 (21<sup>st</sup>-C)=Civic Literacy  
 (21<sup>st</sup>-H)=Health Literacy

<b>Science as Inquiry Standard:</b> Students develop an understanding of scientific inquiry as they combine processes and scientific knowledge with scientific reasoning and critical thinking.		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
The student...  1. will identify him or herself as a scientist.  2. can ask meaningful questions about a specific topic.  3. can use tools and mathematics, including the five senses, to gather information.	I can...  1. tell how I am a scientist.  2. ask questions about what I am observing.  3. a. use tools and mathematics and my five senses to learn.  3. b. write, draw, or tell what I am observing.	1. observation of student using science tools, drawing of him/herself as a scientist, verbalization that shows that how he/she views themselves as a scientist  2. a. use tools to make discoveries in the school backyard, use five senses as tools, five senses web/graphic organizer 2. b. record information discovered in science journals when using kindergarten science kit  3. write or dictate a question in the science journal, participate in creation of KWL chart, after initial investigation child can use information to ask further questions

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<b>Life &amp; Environmental Science Standard:</b> Students develop an understanding of the characteristics, structures, and functions of living organisms, the processes of life, and how living organisms interact with each other and their environments.		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
The student...  1. understands the characteristics of living things.  2. categorizes living and nonliving things.  3. understands the needs of living things.  4. understands that a habitat is composed of living and non-living things. ☞	I can...  1. tell or show how living things are different from nonliving things.  2. sort living and nonliving things.  3. tell, write, or draw the basic needs of living things.  4. draw/journal about a habitat and the nonliving and living things found there.	1. sorting pictures or models of living and nonliving things, LA shared writing-lists of living and nonliving things  2. shared writing comparing living and nonliving things (T chart, Venn diagram, Macmillan shared writing etc.), drawings of living and nonliving things  3. drawings including emergent spelled labels of food, shelter, and clothing; explain drawing / writing with other students  4. student recording the school backyard habitat (journal, drawing, painting)

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Physical Science Standard: Students develop an understanding of the structures and properties of matter, motion and force, energy types and sources, and their changes.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student...  1. uses measurement tools and senses to describe properties of matter. (21 <sup>st</sup> -T)  2. predicts and records data about which objects will sink or float. (21 <sup>st</sup> -E)	I can...  1. use measuring tools and senses to tell about objects  2. guess and record which objects sink or float.	1. observation of student using tools, explores different types of measuring tools (traditional and nontraditional) and records information, (balance scale, traditional and non tradition measuring units).  2. records his/her predictions and results of the sink and float activity

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