

**Kindergarten Life Science
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>K.L.1.1. Students are able to sort living from non-living things.</p> <p>Example: Use concrete examples to sort living and non-living things. Have examples available and observable in the classroom (non-pollen plants, fish, snails, insects, worms, rocks/sand, sea shells, etc.).</p> <p>Example: Use magazines or pictures to group things into living and non-living.</p> <p>✓ Students are able to discuss the basic needs of plants and animals.</p> <p>Example: Demonstrate what happens to plants after a week or two of not watering.</p> <p>✓ Students are able to compare size and shape of living things.</p> <p>Example: Gather and sort a variety of leaves from local trees and plants.</p> <p>Example: Order a variety of mammals from smallest to largest (mouse, coyote, buffalo).</p>

Indicator 2: Analyze various patterns and products of natural and induced biological change.

Note: These skills should be taught and practiced although mastery is not expected until a later grade level.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
	<p>✓ Recognize similarities and differences between animal offspring and their parents.</p> <p>Example: matching adults to babies using pictures of animals or of students and families</p>

Indicator 3: Analyze how organisms are linked to one another and the environment.

Note: These skills should be taught and practiced although mastery is not expected until a later grade level.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
	✓ Students are able to explore the local habitat. Example: Conduct nature walks around school yard and neighborhood looking for specific examples of a variety of living things (plants, evidence of animals).

**Kindergarten Life Science
Performance Descriptors**

Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none"> • identify basic needs of plants and animals; • compare size and shape of living things; • identify similarities between adult animals and their offspring.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none"> • sort living from non-living things.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none"> • identify pictures of living things.

**Kindergarten Life Science
ELL Performance Descriptors**

Proficient	Kindergarten ELL students performing at the proficient level: <ul style="list-style-type: none"> • ask questions related to science topics.
Intermediate	Kindergarten ELL students performing at the intermediate level: <ul style="list-style-type: none"> • give simple oral responses to questions on topics presented in class.
Basic	Kindergarten ELL students performing at the basic level: <ul style="list-style-type: none"> • participate in science activities and experiments with other students; • use correct pronunciation of science words; • respond correctly to yes or no questions on topics presented in class.
Emergent	Kindergarten ELL students performing at the emergent level: <ul style="list-style-type: none"> • use correct pronunciation of science words; • use non-verbal communication to express scientific ideas.

Pre-emergent	Kindergarten ELL students performing at the pre-emergent level: <ul data-bbox="602 310 1323 447" style="list-style-type: none">• observe and model appropriate cultural and learning behaviors from peers and adults;• listen to and observe comprehensible instruction and communicate understanding non-verbally.
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**First Grade Life Science
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>1.L.1.1. Students are able to discover life needs of green plants.</p> <ul style="list-style-type: none"> • Grow plants using variables such as sunlight/no sunlight, soil/no soil, sand or rock.
(Knowledge)	<p>1.L.1.2. Students are able to identify the parts of a plant.</p> <p>Examples: Draw and label seeds, roots, stems, fruit.</p>
(Knowledge)	<p>1.L.1.3. Students are able to list life needs of people and other animals.</p> <p>Example: Illustrate life needs of an animal living in your area. (Be sure to include food, air, water, place to live as life needs.)</p>

Indicator 2: Analyze various patterns and products of natural and induced biological change.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>1.L.2.1. Students are able to describe physical similarities and differences between parents and offspring.</p> <p>Example: Tell how puppies are like dogs, ducklings are like ducks, etc.</p>

Indicator 3: Analyze how organisms are linked to one another and the environment.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>1.L.3.1. Students are able to relate characteristics of plants and animals that allow them to live in specific habitats.</p> <p>Example: Explain what physical characteristics allow a fish to live in water, or a cactus on the prairie, etc.</p> <p>Example: Wet two paper towels. Leave one flat and roll one up. Observe how rolled paper towel retains water better. Relate observations to the structure of a cactus.</p>

**First Grade Life Science
Performance Descriptors**

Advanced	<p>First grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • compare life needs of plants and animals in various habitats; • compare observable parts of plants; • describe physical similarities and differences between parents and offspring.
Proficient	<p>First grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • describe life needs of plants and animals in various habitats; • identify observable parts of a plant; • identify physical similarities and differences between parents and offspring.
Basic	<p>First grade students performing at the basic level:</p> <ul style="list-style-type: none"> • describe food and water as life needs of animals; • identify roots, leaf, and stem of plants; • identify observable similarities between parents and offspring.

**First Grade Life Science
ELL Performance Descriptors**

Proficient	<p>First grade ELL students performing at the proficient level:</p> <ul style="list-style-type: none"> • describe food and water as life needs of animals; • identify roots, leaf, and stem of plants; • identify observable similarities between parents and offspring; • ask questions related to science topics.
Intermediate	<p>First grade ELL students performing at the intermediate level:</p> <ul style="list-style-type: none"> • describe the needs of animals; • identify leaf and stem of plants; • name a similarity between parents and offspring; • give simple oral responses to questions on topics presented in class.
Basic	<p>First grade ELL students performing at the basic level:</p> <ul style="list-style-type: none"> • recognize that animals have needs; • identify a leaf of a plant; • recognize that there are similarities between parents and offspring; • participate in science activities and experiments with other students;

	<ul style="list-style-type: none"> • use correct pronunciation of science words; • respond correctly to yes or no questions on topics presented in class.
Emergent	<p>First grade ELL students performing at the emergent level:</p> <ul style="list-style-type: none"> • use correct pronunciation of science words; • use non-verbal communication to express scientific ideas.
Pre-emergent	<p>First grade ELL students performing at the pre-emergent level:</p> <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

**Second Grade Life Science
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>2.L.1.1. Students are able to classify plants according to similarities and differences.</p> <p>Examples: Classify plants by kinds of seeds, color, size, shape, and structure.</p>
(Application)	<p>2.L.1.2. Students are able to classify people and animals according to similarities and differences.</p> <p>Examples: Classify animals by color, size, shape, body parts, gender, and offspring.</p>

Indicator 2: Analyze various patterns and products of natural and induced biological change.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>2.L.2.1. Students are able to describe how flowering plants go through a series of orderly changes in their life cycle.</p> <p>Example: Illustrate ways flowering plants undergo many changes from the formation of a flower to the development of the fruit.</p>
(Comprehension)	<p>2.L.2.2. Students are able to compare life cycles of various living things.</p> <p>Example: Diagram life cycles using tadpoles to frogs and kittens to cats.</p>

Indicator 3: Analyze how organisms are linked to one another and the environment.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p>2.L.3.1. Students are able to describe ways that plants and animals depend on each other.</p> <p>Example: Illustrate ways seeds are dispersed in the environment.</p> <p>Example: Describe how cattle need grass in order to survive.</p>
(Comprehension)	<p>2.L.3.2. Students are able to associate adaptations in plants and animals in response to seasonal changes.</p> <p>Examples: Find examples of animals that migrate, hibernate, use camouflage, or go dormant.</p>
(Knowledge)	<p>2.L.3.3. Students are able to recognize what it means for a species to be extinct or endangered.</p> <p>Examples: Discuss dinosaurs, black-footed ferret, mammoth.</p>

**Second Grade Life Science
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • illustrate and label examples of plant and animal life cycles; • explain how plants and animals depend on each other and respond to seasonal changes in the environment; • identify possible reasons for the disappearance of a species.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • given illustrations, classify plants and animals according to their similarities and differences; • sequence a plant life cycle and an animal life cycle; • describe ways plants and animals depend on each other and respond to seasonal changes in the environment; • identify a species that is extinct and one that is endangered.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • given illustrations, describe similarities between plants or between animals; • describe an example of a life cycle of a plant or of an animal; • identify a species that is extinct.

**Second Grade Life Science
ELL Performance Descriptors**

Proficient	<p>Second grade ELL students performing at the proficient level:</p> <ul style="list-style-type: none"> • given illustrations, describe similarities between plants or between animals; • describe an example of a life cycle of a plant or of an animal; • identify a species that is extinct.
Intermediate	<p>Second grade ELL students performing at the intermediate level:</p> <ul style="list-style-type: none"> • given illustrations, recognize similarities between plants or between animals; • label a picture of a flowers life cycle; • recognize that extinction in animals occurs; • give simple oral responses to questions on topics presented in class.
Basic	<p>Second grade ELL students performing at the basic level:</p> <ul style="list-style-type: none"> • given illustrations, recognize similarities between animals; • label a picture of an animal life cycle; • participate in science activities and experiments with other students; • use correct pronunciation of science words; • respond correctly to yes or no questions on topics presented in class.
Emergent	<p>Second grade ELL students performing at the emergent level:</p> <ul style="list-style-type: none"> • use correct pronunciation of science words; • use non-verbal communication to express scientific ideas.
Pre-emergent	<p>Second grade ELL students performing at the pre-emergent level:</p> <ul style="list-style-type: none"> • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

