

**Kindergarten Earth/Space Science  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the various structures and processes of the Earth system.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples   |
|------------------------|---|
| (Comprehension)        | <p><b>K.E.1.1. Students are able to describe simple Earth patterns in daily life.</b></p> <p><b>Examples:</b> weather observations, seasons, night and day</p> <p>✓ Explore rocks, sand, water, and soil.</p> <p>Examples of tools and materials to use include sand and water table, sifters, screens.</p> |

**Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples                      |
|------------------------|--|
|                        | (Mastery of this indicator does not emerge until third grade.) |

**Kindergarten Earth/Space Science  
Performance Descriptors**

|                   |   |
|-------------------|---|
| <b>Advanced</b>   | <p><b>Kindergarten students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• identify the seasons.</li> </ul>   |
| <b>Proficient</b> | <p><b>Kindergarten students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• describe simple Earth patterns in daily life.</li> </ul>                     |
| <b>Basic</b>      | <p><b>Kindergarten students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• name a difference between day and night and between summer and winter.</li> </ul> |

**Kindergarten Earth/Space Science  
ELL Performance Descriptors**

|                     |   |
|---------------------|---|
| <b>Proficient</b>   | <p><b>Kindergarten ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• ask questions related to science topics.</li> </ul>                                |
| <b>Intermediate</b> | <p><b>Kindergarten ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>• give simple oral responses to questions on topics presented in class.</li> </ul> |
| <b>Basic</b>        | <p><b>Kindergarten ELL students performing at the basic level:</b></p>  |

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

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**Indicator 1: Analyze the various structures and processes of the Earth system.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples  |
|------------------------|--|
| (Comprehension)        | <p><b>1.E.1.1. Students are able to recognize changes in weather over time.</b></p> <ul style="list-style-type: none"> <li>• Seasonal changes</li> </ul> <p>Example: Graph sunny, cloudy, rainy, windy, and stormy days.</p> |
| (Comprehension)        | <p><b>1.E.1.2. Students are able to describe rocks in terms of properties.</b></p> <p><b>Example:</b> Describe the texture, size, and color of a rock.</p>   |

**Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.**

| Bloom's Taxonomy Level | Standard, Supporting Skills, and Examples   |
|------------------------|---|
|                        | <p>✓ Identify what can be observed in the sky by the unaided eye in the day and at night.</p> <p>Example: Illustrate a day sky and a night sky including Sun, Moon, stars, clouds, etc.</p> |

**First Grade Earth/Space Science  
Performance Descriptors**

|                   |   |
|-------------------|---|
| <b>Advanced</b>   | <p><b>First grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• identify what can be observed in the sky by the unaided eye in the day and at night.</li> </ul> |
| <b>Proficient</b> | <p><b>First grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• recognize changes in weather over time;</li> <li>• describe rocks.</li> </ul>                 |
| <b>Basic</b>      | <p><b>First grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• describe the current day's weather;</li> <li>• identify rocks .</li> </ul>                         |

**First Grade Earth/Space Science  
ELL Performance Descriptor**

|                     |   |
|---------------------|---|
| <b>Proficient</b>   | <p><b>First grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• describe the current day’s weather;</li> <li>• identify rocks;</li> <li>• ask questions related to science topics.</li> </ul>   |
| <b>Intermediate</b> | <p><b>First grade ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>• use weather words;</li> <li>• sort rocks;</li> <li>• give simple oral responses to questions on topics presented in class.</li> </ul>   |
| <b>Basic</b>        | <p><b>First grade ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• know weather words;</li> <li>• recognize a rock;</li> <li>• participate in science activities and experiments with other students;</li> <li>• use correct pronunciation of science words;</li> <li>• respond correctly to yes or no questions on topics presented in class.</li> </ul> |
| <b>Emergent</b>     | <p><b>First grade ELL students performing at the emergent level:</b></p> <ul style="list-style-type: none"> <li>• use correct pronunciation of science words;</li> <li>• use non-verbal communication to express scientific ideas.</li> </ul>   |
| <b>Pre-emergent</b> | <p><b>First grade ELL students performing at the pre-emergent level:</b></p> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>   |

**Second Grade Earth/Space Science  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the various structures and processes of the Earth system.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|-------------------------------|--|
| (Comprehension)               | <p><b>2.E.1.1. Students are able to describe types and patterns of weather during different seasons.</b></p> <ul style="list-style-type: none"> <li>• Measure and record weather data such as high and low temperature, wind, precipitation, clouds using tools such as a rain gauge, anemometer, wind sock, etc.</li> </ul> <p>✓ Practice reading thermometers.</p> |
| (Knowledge)                   | <p><b>2.E.1.2. Students are able to identify and locate geological features using maps and globes.</b></p> <p><b>Examples:</b> Locate mountains, plains, valleys, and bodies of water on a globe or map.</p> <ul style="list-style-type: none"> <li>• Recognize most of the Earth's surface is covered with water.</li> </ul>  |
| (Comprehension)               | <p><b>2.E.1.3. Students are able to recognize and distinguish between forms of water in the Earth system.</b></p> <p><b>Examples:</b> snow, ice, fresh water, salt water</p> <p>✓ Recognize ways fossils provide evidence about plants and animals that lived long ago.</p> <p>Example: Looking at fossilized teeth, determine if animal ate plants or meat.</p>     |

**Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.**

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|-------------------------------|--|
|                               | <p>✓ Identify the basic components of space.</p> <p>Examples: Label Sun, Moon, planets, stars.</p> |

**Second Grade Earth/Space Science  
Performance Descriptors**

|                   |   |
|-------------------|---|
| <b>Advanced</b>   | <p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• identify the basic components of space;</li> <li>• read a thermometer.</li> </ul>  |
| <b>Proficient</b> | <p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• describe types and patterns of weather during different seasons;</li> <li>• identify and locate geological features using maps and globes;</li> <li>• recognize and distinguish between forms of water in the Earth system.</li> </ul> |
| <b>Basic</b>      | <p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• describe the weather associated with a season;</li> <li>• identify land and water on maps and globes.</li> </ul>  |

**Second Grade Earth/Space Science  
ELL Performance Descriptors**

|                     |   |
|---------------------|---|
| <b>Proficient</b>   | <p><b>Second grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• describe the weather associated with a season;</li> <li>• identify land and water on maps and globes;</li> <li>• ask questions related to science topics.</li> </ul>   |
| <b>Intermediate</b> | <p><b>Second grade ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>• use weather words associated with a given season;</li> <li>• identify land on maps;</li> <li>• give simple oral responses to questions on topics presented in class.</li> </ul>  |
| <b>Basic</b>        | <p><b>Second grade ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• use weather words;</li> <li>• identify maps;</li> <li>• participate in science activities and experiments with other students;</li> <li>• use correct pronunciation of science word;</li> <li>• respond correctly to yes or no questions on topics presented in class.</li> </ul> |
| <b>Emergent</b>     | <p><b>Second grade ELL students performing at the emergent level:</b></p> <ul style="list-style-type: none"> <li>• use correct pronunciation of science words;</li> <li>• use non-verbal communication to express scientific ideas.</li> </ul>  |
| <b>Pre-emergent</b> | <p><b>Second grade ELL students performing at the pre-emergent level:</b></p> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>  |

