

**Kindergarten Science, Technology, Environment, and Society  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.**

*Note: These skills should be taught and practiced in grade-level study of Physical, Life, and Earth/Space Science although mastery is not expected at these grade levels.*

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|-------------------------------|--|
|                               | <ul style="list-style-type: none"> <li>✓ Students are able to recognize technology in school, home, and community.<br/>Example: Recognize computers, pencils, refrigerators, Velcro, fire trucks as technology.</li> <li>✓ Care for the environment around the school.<br/>Example: Pick up litter on the playground and around the school.</li> <li>✓ Recognize ways to reuse various materials.<br/>Example: Reuse materials in art projects like paper, milk cartons, egg cartons, newspapers, etc.<br/>Example: Use both sides of a sheet of paper.</li> </ul> |

**Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.**

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

**Kindergarten Science Technology, Environment, and Society  
Performance Descriptors**

**Note: At the K-2 level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are to be included across the other goals. Appropriate scientific instruction should provide students the opportunity to actively engage in scientific investigations.**

**Kindergarten Science Technology, Environment, and Society  
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>           |

**First Grade Science, Technology, Environment, and Society  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.**

*Note: These skills should be taught and practiced in grade-level study of Physical, Life, and Earth/Space Science although mastery is not expected at these grade levels.*

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
|                               | <ul style="list-style-type: none"> <li>✓ Describe ways technology makes life easier for people.<br/>Example: Explain ways computers, lamps, microwave, pencil sharpener, pens make life easier.</li> <li>✓ Investigate natural resources and their uses.<br/>Example: Illustrate ways we use water, trees, soil, and rocks.</li> <li>✓ Investigate how to recycle and reuse products made from natural resources.<br/>Examples: Recycle paper products, cans, baby food jars, etc. in the classroom.</li> </ul> |

**Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.**

*Note: These skills should be taught and practiced in grade-level study of Physical, Life, and Earth/Space Science although mastery is not expected at these grade levels.*

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
|                               | <ul style="list-style-type: none"> <li>✓ Identify how technology has helped people solve everyday problems.<br/>Example: Find three different technology tools in your classroom or on your clothes. Include clothing fasteners such as buttons, zippers, Velcro and/or assistive technologies for special needs students such as touch pads or switches for communication, eyeglasses, and contacts.</li> <li>✓ Develop personal habits that display concern for the environment.<br/>Example: Use the trash can in the park or on the school playground.</li> </ul> |

**First Grade Science, Technology, Environment, and Society  
Performance Descriptors**

**Note: At the K-2 level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are to be included across the other goals. Appropriate scientific instruction should provide students the opportunity to actively engage in scientific investigations.**

**First Grade Science, Technology, Environment and Society  
ELL Performance Descriptors**

|                     |  |
|---------------------|--|
| <b>Proficient</b>   | <b>First grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• ask questions related to science topics.</li> </ul>   |
| <b>Intermediate</b> | <b>First grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• give simple oral responses to questions on topics presented in class.</li> </ul>  |
| <b>Basic</b>        | <b>First grade ELL students performing at the basic level:</b> <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>     | <b>First grade ELL students performing at the emergent level:</b> <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> | <b>First grade ELL students performing at the pre-emergent level:</b> <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 Science, Technology, Environment, and Society**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.**

*Note: These skills should be taught and practiced in grade-level study of Physical, Life, and Earth/Space Science although mastery is not expected at these grade levels.*

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>   |
|-------------------------------|--|
|                               | <ul style="list-style-type: none"> <li>✓ Explore how technology has changed daily life.<br/>Examples: Compare and contrast: email/postal service, computers/pencils, light bulb/candles, microwave/wood-burning stove, etc.</li> <li>✓ Recognize ways to recycle, reuse, renew, and reduce.<br/>Examples: Generate ideas on ways to reuse, renew, or reduce the use of water, trees, soil, and other natural resources.</li> </ul> |

**Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.**

*Note: These skills should be taught and practiced in grade-level study of Physical, Life, and Earth/Space Science although mastery is not expected at these grade levels.*

| <b>Bloom's Taxonomy Level</b> | <b>Standard, Supporting Skills, and Examples</b>  |
|-------------------------------|---|
|                               | <ul style="list-style-type: none"> <li>✓ Investigate and describe ways science/technology is used to solve problems.<br/>Examples: Describe ways wheels and ramps make it easier to do work; there are handicap-accessible modifications for public buildings.</li> <li>✓ Explain how scientific findings have generated solutions to various environmental and social concerns.<br/>Example: Discuss water pollution, West Nile, germs, and diseases.</li> </ul> |

**Second Grade Science, Technology, Environment, and Society  
Performance Descriptors**

**Note: At the K-2 level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are to be included across the other goals. Appropriate scientific instruction should provide students the opportunity to actively engage in scientific investigations.**

**Second Grade Science, Technology, Environment, and Society  
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>• 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>• 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>• 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>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>             |

