

Science Kindergarten

Life Science: Things in Our Environment (LT)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
LTK.1 Examine observable characteristics of plants, animals, and people in their local environment. [CP, SI]	<ul style="list-style-type: none"> • With prompting, I can ask some questions related to plants, animals, OR people. 	<ul style="list-style-type: none"> • I can ask a few questions related to plants, animals, OR people. 	<ul style="list-style-type: none"> • I can ask questions about plants, animals, AND people (e.g. Do all animals have four legs? Are all plants green?) 	<ul style="list-style-type: none"> • I can seek out information to answer some of my questions related to plants, animals, and people.
	<ul style="list-style-type: none"> • With help, I can describe some characteristics of plants OR animals OR people. 	<ul style="list-style-type: none"> • I can describe some characteristics of plants OR animals OR people. 	<ul style="list-style-type: none"> • I can describe many characteristics of plants, animals AND people, AND, with teacher guidance, record them. 	<ul style="list-style-type: none"> • I can describe AND record detailed characteristics of plants, animals, AND people.
	<ul style="list-style-type: none"> • With help, I can search out some information on plants, animals, OR people in my community. 	<ul style="list-style-type: none"> • I can search out some information on plants, animals, OR people in my community. 	<ul style="list-style-type: none"> • I can search out information on plants, animals AND people in my community. 	<ul style="list-style-type: none"> • I can discuss with details, plants, animals AND people in my community.
	<ul style="list-style-type: none"> • With help, I can examine plants, animals OR people using a few First Nations and Métis perspectives discussed in class. 	<ul style="list-style-type: none"> • I can examine plants, animals, OR people using a few First Nations and Métis perspectives discussed in class. 	<ul style="list-style-type: none"> • I can examine plants, animals AND people using a few First Nations and Métis perspectives discussed in class. 	<ul style="list-style-type: none"> • I can discuss with details, plants, animals AND people from the First Nations and Metis perspectives discussed in class.
	<ul style="list-style-type: none"> • With help, I can sort plants, animals and people based on criteria given by my teacher. 	<ul style="list-style-type: none"> • I can sort plants, animals and people based on criteria given by my teacher. 	<ul style="list-style-type: none"> • I can sort plants, animals and people based on my own criteria. 	<ul style="list-style-type: none"> • I can sort plants, animals, and people based on my own criteria in a variety of ways (sorting rules).
Comments				

Science Kindergarten

Physical Science: Observing Forces and Energy (FE)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment. [SI]	<ul style="list-style-type: none"> I can gather information through observations on applying forces to objects. 	<ul style="list-style-type: none"> I can gather information through observations on applying forces of varying intensity to objects. 	<ul style="list-style-type: none"> I can draw conclusions from information I gather through observations on what will happen when I apply forces of varying intensity to objects (e.g. cause objects to move, stop, or change direction). 	<ul style="list-style-type: none"> I can make predictions based on information I have gathered through observations on what will happen when I apply forces of varying intensity to objects (e.g. cause objects to move, stop, or change direction).
	<ul style="list-style-type: none"> With help, I can tell about some personal observations (e.g. I see, I hear, it feels, it smells) related to energy and forces. 	<ul style="list-style-type: none"> I can tell about some personal observations (e.g. I see . . ., I hear . . ., it feels . . ., it smells) related to energy and forces. 	<ul style="list-style-type: none"> I can tell about personal observations (e.g. I see . . ., I hear . . ., it feels . . ., it smells . . .) related to energy and forces. 	<ul style="list-style-type: none"> I can tell about personal observations in detail (e.g. I see . . ., I hear . . ., it feels . . ., it smells . . .) related to energy and forces.
	<ul style="list-style-type: none"> With help, I can gather information about heat, light OR sound through observations OR experiment. 	<ul style="list-style-type: none"> I can gather information about heat, light OR sound through observations AND experiment. 	<ul style="list-style-type: none"> I can gather information about heat, light AND sound through observations and experiment, and make predictions about their effects on objects. 	<ul style="list-style-type: none"> I can gather information about heat, light AND sound through observations and experiment to answer my own questions.
Comments				

Science Kindergarten

Physical Science: Materials and Objects (MO)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
MOK.1 Investigate observable characteristics of familiar objects and materials in their environment. [SI]	<ul style="list-style-type: none"> • With help, I can name a few situations where tools may be used (e.g. scissors, hammer, funnel). 	<ul style="list-style-type: none"> • I can name several situations where tools may be used (e.g. scissors, hammer, funnel). 	<ul style="list-style-type: none"> • I name several situations where tools may be used (e.g. scissors, hammer, funnel) AND for what purpose. 	<ul style="list-style-type: none"> • I can explain, in detail, how tools may be used (e.g. scissors, hammer, funnel) to meet a particular need.
	<ul style="list-style-type: none"> • With help, I can identify a few characteristics of materials and objects (e.g. colour, texture, shape, size). 	<ul style="list-style-type: none"> • I can identify a few characteristics of materials and objects (e.g. colour, texture, shape, size). 	<ul style="list-style-type: none"> • I can identify several characteristics of materials and objects (e.g. colour, texture, shape, size). 	<ul style="list-style-type: none"> • I can identify and describe, in detail, characteristics of materials and objects (e.g. colour, texture, shape, size).
	<ul style="list-style-type: none"> • With help, I can identify my observations on how materials can change as a result of a few processes (e.g. heating, cooling, folding, and cutting). 	<ul style="list-style-type: none"> • I can describe my observations and experiments on how materials can change as a result of processes (e.g. heating, cooling, folding, and cutting). 	<ul style="list-style-type: none"> • I can explain my observations and experiments on how materials change as a result of processes (e.g. heating, cooling, folding, and cutting). 	<ul style="list-style-type: none"> • I can explain, in detail, my observations and experiments on how materials change as a result of processes (e.g. colour, texture, shape, size).
Comments				

Science Kindergarten

Earth and Space Science: Exploring Our Natural Surroundings (NS)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
NSK.1 Explore features of their natural surroundings (e.g., soil, water, landform, and weather conditions), including changes to those surroundings over time. [DM, SI]	<ul style="list-style-type: none"> • With prompting, I can ask questions related to the environment. 	<ul style="list-style-type: none"> • I can ask questions related to the environment. 	<ul style="list-style-type: none"> • I can ask questions related to changes in my environment (e.g. Where does rain water go?) 	<ul style="list-style-type: none"> • I can seek out information to answer some of my questions related to the environment.
	<ul style="list-style-type: none"> • With help, I can name, describe, OR draw a few changes I see in the environment (e.g. seasonal and temperature changes). 	<ul style="list-style-type: none"> • I can name, describe, OR draw a few changes I see in the environment (e.g. seasonal and temperature changes). 	<ul style="list-style-type: none"> • I can name, describe, AND draw changes I see in the environment (e.g. seasonal and temperature changes). 	<ul style="list-style-type: none"> • I can name, describe, AND draw, in detail, changes I see in the environment (e.g. seasonal and temperature changes).
	<ul style="list-style-type: none"> • With prompting, I can identify a few changes people make to the environment (e.g. cutting down trees, building houses). 	<ul style="list-style-type: none"> • I can describe a few changes people make to the environment (e.g. cutting down trees, building houses). 	<ul style="list-style-type: none"> • I can describe many changes people make to the environment (e.g. cutting down trees, building houses). 	<ul style="list-style-type: none"> • I can describe many changes people make to the environment and explain effects of these changes (e.g. cutting down trees, building houses).
Comments				