

Instructional Materials Criterion Form Kindergarten Science Standards

Students will:

K1: Investigate the resulting motion of objects when forces of different strengths and directions act upon them (e.g., object being pushed, object being pulled, two objects colliding).					
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Place a check in the appropriate box for each of the criteria after review					
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2. Grade appropriate evidence of the crosscutting concepts (CCC) is evident.					
3. Grade appropriate evidence that the disciplinary core idea (DCI) is evident.					
4. Materials focus on an integration of SEP's and CCC's into the in-depth learning of the DCI.					
5. Learning experiences fit together coherently and help students develop proficiency on this standard.					
6. Learning opportunities include instructional strategies that facilitate three-dimensional learning in an integrated fashion to support making sense of phenomena and/or designing solutions to problems through inquiry and engineering design experiences.					
7. Integrates engineering and technology as significant elements in the learning experiences.					
8. Provides relevant grade-appropriate connections to the math and ELA standards. <input type="checkbox"/> (a) Math Standards Connections Visible <input type="checkbox"/> (b) ELA Standards Connections Visible					
9. Provides scaffolded supports for teachers to facilitate learning of the practices so that students are increasingly responsible for making sense of phenomena and/or designing solutions to problems.					
10. Provides opportunities for grade-appropriate scientific discourse, scientific writing, and academic vocabulary in the context of the learning experience.					
11. Adheres to safety rules and emphasizes the importance of safety in science procedures, labs, and experiments.					
STEP 1: Tabulate the total points for each column. Add column totals and transfer to compilation form.					

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers OR module and tab name)
Portions of the standard that are missing or not well developed in the instructional material (if any):
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Students will:

K2: Use observations and data from investigations to determine if a design solution (e.g., designing a ramp to increase the speed of an object in order to move a stationary object) solves the problem of using force to change the speed or direction of an object.*					
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Students will:

K3: Distinguish between living and nonliving things and verify what living things need to survive (e.g., animals needing food, water, and air; plants needing nutrients, water, sunlight, and air).					
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Students will:

K4: Gather evidence to support how plants and animals provide for their needs by altering their environment (e.g., tree roots breaking a sidewalk to provide space, red fox burrowing to create a den to raise young, humans growing gardens for food and building roads for transportation).					
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Students will:

K5: Construct a model of a natural habitat (e.g., terrarium, ant farm, diorama) conducive to meeting the needs of plants and animals native to Alabama.					
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Students will:

K6: Identify and plan possible solutions (e.g., reducing, reusing, recycling) to lessen the human impact on the local environment.*					
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Students will:

K7: Observe and describe the effects of sunlight on Earth’s surface (e.g., heat from the sun causing evaporation of water or increased temperature of soil, rocks, sand, and water).					
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Students will:

K8: Design and construct a device (e.g., hat, canopy, umbrella, tent) to reduce the effects of sunlight.*					
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Students will:

K9: Observe, record, and share findings of local weather patterns over a period of time (e.g., increase in daily temperature from morning to afternoon, typical rain and storm patterns from season to season).					
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Students will:

K10: Ask questions to obtain information about the purpose of weather forecasts in planning for, preparing for, and responding to severe weather.*					
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