

Kindergarten Science Course Description

Instructional Practices

Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforcing focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

Science and Engineering Practices (NRC Framework for K12 Science Education, 2010)

- x Asking questions (for science) and defining problems (for engineering).
- x Developing and using models.
- x Planning and carrying out investigations.



	Nature of Science Becoming a Scientist	SC.K.N.1.1 Collaborate with a partner to collect information.

All standards are designed to be learned by the end of the year. This guide represents a recommended sequence to be used by teachers for planning purposes. Specific questions regarding when content will actually be addressed is best answered by the individual teacher.

Kindergarten Science (Course Number 5020010)



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SC.K.L.14.3 plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SC.K.L.14.2 that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.	- x I can see that animals are different in fiction and non-fiction stories. - x I can observe living things. - x I can tell about how animals change as they grow.	observation investigation life cycle growth	fiction non-fiction compare contrast

Topic 4: Living Things



Kindergarten Science (Course Number 5020010)

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.	Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.			
Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.	Investigate how magnifiers make things appear bigger and help people see things they could not see without them.	Identify objects and materials as solid, liquid, or gas. Recognize that solids have a definite shape and that liquids and gases take the shape of their container. Observe and describe water in its solid, liquid, and gaseous states. Measure and compare the volume of liquids using containers of various shapes and sizes.			

Kindergarten Science (Course Number 5020010)



[SC.K.P.13.1](#) that a push or a pull can
change the way an object is moving.
[SC.K.P.12.1](#) that things move in
different ways, such as fast, slow, etc.
[SC.K.P.10.1](#) that things that make sound

Kindergarten Science (Course Number 5020010)



