Kindergarten Science Course Description

Instructional Practices

Teaching from a range of complex text is optimized when teachers in all subject areas implementation 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 textspecific complex questions, and cognitively complex tasks, reinfoccs 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).

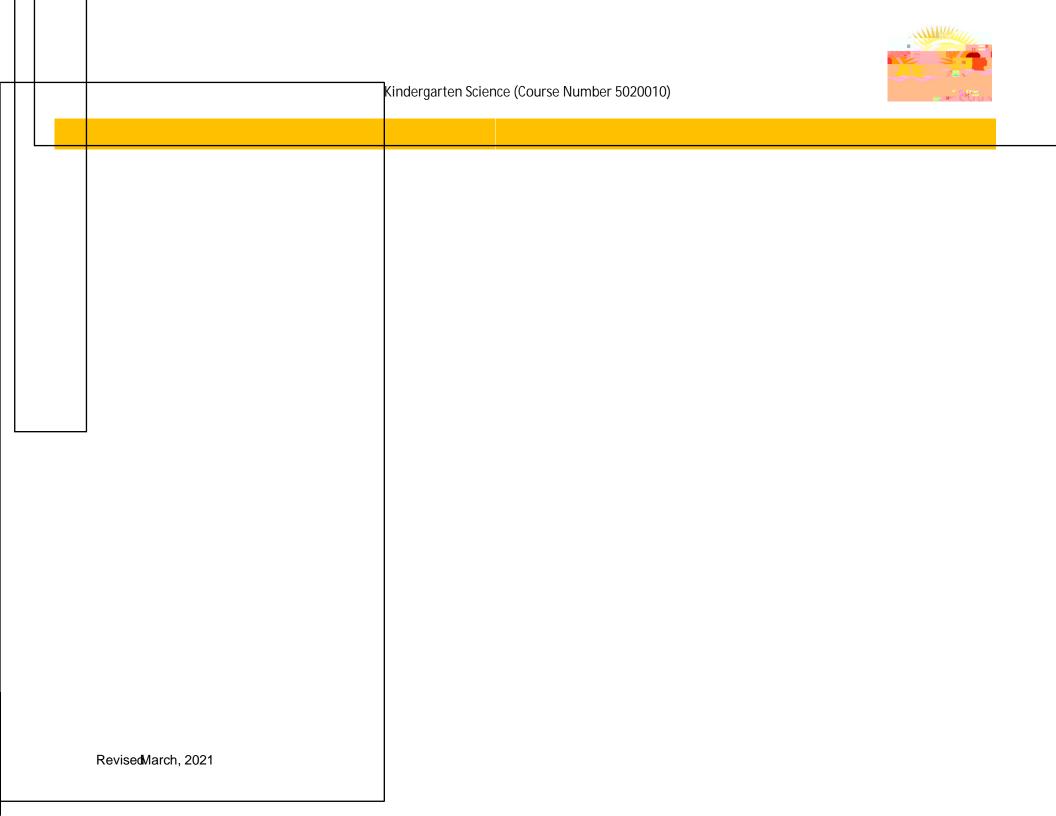
Science and Engineering Practice(NRC Framework for K12 Science Education, 2010)

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



ure of Science oming 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.





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	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. Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.	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. Investigate how magnifiers make things appear bigger and help people see things they could not see without them.	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. 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.			



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 so

that things that make sound