

## Kindergarten

### Science as Inquiry

Research shows that young students work well in a cooperative learning environment. Students should be actively involved in exploring phenomena in the natural world posing questions and seeking answers as they arise. Students develop simple skills of observation, measurement and number sense as they actively participate in simple investigations. During investigations, students must have opportunity to use tools such as magnifiers, thermometers, rulers, or balances to gather data and extend their senses. They must have ample time to talk about their observations and compare their observations with those of others. They should be encouraged to employ oral language, drawings and models to communicate results and explanations of investigations and experiments. In a cooperative learning environment, students learn that when people give different descriptions of the same thing, it is better to make new observations instead of debating about who is correct. Students must always use appropriate safety procedures, including listening skills, when conducting simple investigations.

### Forces and Motion

	Essential Standard	Clarifying Objectives	
K.P.1	<b>Understand the positions and motions of objects and organisms observed in the environment.</b>	K.P.1.1	Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.
		K.P.1.2	Give examples of different ways objects and organisms move (to include falling to the ground when dropped ): <ul style="list-style-type: none"> <li>• Straight</li> <li>• Zigzag</li> <li>• Round and round</li> </ul>
			<ul style="list-style-type: none"> <li>• Back and forth</li> <li>• Fast and slow</li> </ul>

### Matter: Properties and Change

	Essential Standard	Clarifying Objectives	
K.P.2	<b>Understand how objects are described based on their physical properties and how they are used.</b>	K.P.2.1	Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
		K.P.2.2	Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.

### Earth Systems, Structures and Processes

	Essential Standard	Clarifying Objectives	
K.E.1	<b>Understand change and observable patterns of weather that occur from day to day and throughout the year.</b>	K.E.1.1	Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.
		K.E.1.2	Summarize daily weather conditions noting changes that occur from day to day and throughout the year.
		K.E.1.3	Compare weather patterns that occur from season to season.

### Structures and Functions of Living Organisms

	Essential Standard	Clarifying Objectives	
K.L.1	<b>Compare characteristics of animals that make them alike and different from other animals and nonliving things.</b>	K.L.1.1	Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.
		K.L.1.2	Compare characteristics of living and nonliving things in terms of their: <ul style="list-style-type: none"> <li>• Structure</li> <li>• Growth</li> </ul>
			<ul style="list-style-type: none"> <li>• Changes</li> <li>• Movement</li> <li>• Basic needs</li> </ul>