

Kindergarten Science-5th Six Weeks

K5A	<p>Scientific processes. The student knows that objects have properties and patterns.</p>	<p>Describe properties of objects including shape, color, weight, length.</p>	<p>Construct, Build, Height, Length, Tall, Short, Large, Small, Heavy, Light</p>	<p>Building Blocks</p>	<p>Houses, Construction</p>
K2A	<p>Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p>	<p>ask questions about objects, and events</p>			
K2B	<p>Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p>	<p>plan and conduct simple descriptive investigations</p>	<p><i>including a question to be answered, materials needed, safety procedures, hypothesis, and conclusion; including repeating the investigation</i></p>	<p>Floor plan drawings</p>	
K2D	<p>Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:</p>	<p>construct reasonable explanations using information</p>	<p><i>including "what will happen when..."</i></p>		
K2E	<p>Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and</p>	<p>Communicate findings about simple investigations.</p>	<p><i>including drawings, science journals and</i></p>		

<p>K9A</p> <p>K9B</p> <p>K9C</p> <p>K6A</p>	<p>the classroom. The student is expected to:</p> <p>Science concepts. The student knows that living organisms have basic needs. The student is expected to:</p> <p>Science concepts. The student knows that living organisms have basic needs. The student is expected to:</p> <p>Science concepts. The student knows that living organisms have basic needs. The student is expected to:</p> <p>Science concepts. The student knows that systems have parts and are composed of organisms and objects.</p>	<p>identify basic needs of living organisms</p> <p>give examples of how living organisms depend on each other</p> <p>identify ways that the Earth can provide resources for life</p> <p><u>sort</u> organisms and <u>objects into groups according to food</u></p>	<p><i>oral reports</i></p> <p><i>including water, food, air, and shelter for man; including basic needs.</i></p> <p><i>including human parent with child; including family with its pet</i></p> <p><i>including clean air, water, shelter, and food</i></p> <p>Teacher Note: Earth Day is celebrated in April.</p> <p>Fruits, Vegetables, Breads, Proteins,</p>	<p>Food Pyramid</p> <p>Food Charts</p>	<p>Nutrition</p>
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<p>K7A</p> <p>K7B</p> <p>K7C</p>	<p>The student is expected to:</p> <p>Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>Science concepts. The student knows that many types of change occur. The student is expected to:</p> <p>Science Concepts. The student knows that many types of change occur.</p>	<p><u>pyramid.</u></p> <p>observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement <i>materials and quipment: hand lenses and balances</i></p> <p>identify that heat causes change,</p> <p>Observe and record weather changes from day to day and over</p>	<p><i>including likenesses and differences</i></p> <p>Rainbow, ROYGBIV order, Prism effect, weather, 3 forms of water (Ice, melting, liquid, gas,(clouds), shadows.</p> <p>such as ice melting or the Sun warming the air and compare objects according to temperature <i>including ice melting in the shade, in the Sun, and in the classroom; including comparing objects and/or pictures according to whether they are hot or cold (pictures of snow,</i></p>	<p><i>including before and after changes in SIZE and MASS - ice melting and drinking liquid through a straw; POSITION - changing positions of the sun by observing shadow tracings;</i></p>	<p>Weather, Rainbows, Wind</p>
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K6B	<p>Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:</p>	<p>seasons.</p> <p>record observations about parts of plants <i>Equipment: hand lenses</i></p>	<p>including leaves, roots, stems, and flowers in <i>parts of a pumpkin plant and apple trees</i></p>		<p>Spring Flowers</p>
K7D	<p>Science concepts. The student knows that many types of change occur. The student is expected to:</p>	<p>observe and record stages in the life cycle of organisms in their natural environment <i>materials and equipment: hand lenses</i></p>	<p>Planting seed, observing changes</p>		
K8A	<p>Science concepts. The student knows the difference between living organisms and nonliving objects.</p>	<p>Identify a particular organism as living or nonliving.</p>		<p>Baggy, seeds, soil. (Grow seeds in window)</p>	
K9A	<p>Science concepts. The student knows that living organisms have basic needs.</p>	<p>Identify basic needs of living organisms.</p>	<p>Sun, water, soil, oxygen, survival</p>		
K9C	<p>Science concepts. The student knows that living organisms have basic needs.</p> <p>Scientific processes.</p>	<p>Identify ways that the Earth can provide resources for life.</p>			<p>Earth Day</p>

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