

Science Curriculum Map ~ Kindergarten

Indicators	Standards	Month
<p><u>Science As Inquiry</u></p> <p><u>Tools</u></p> <p><u>Safety</u></p> <p><u>Observations/Discussions</u></p> <p><u>Drawing/Labeling</u></p> <p><u>Experiments</u></p>	<p>The student...</p> <ol style="list-style-type: none"> 1. identifies <i>properties</i> of objects. 2. <i>classifies</i> and arranges groups of objects by a variety of properties, one property at a time. 3. uses appropriate materials, <i>tools</i>, and <i>safety procedures</i> to collect information. 4. asks and answers questions about objects, organisms, and events in his/her environment. 5. describes an observation orally or pictorially <i>properties</i> of objects. 	<p>August - May</p>
<p><u>Physical Science</u></p> <p><u>Objects</u></p> <p><u>Solids/Liquids</u></p> <p><u>Directional Words</u></p> <p><u>Senses</u></p>	<p>The student...</p> <ol style="list-style-type: none"> 1. observes <i>properties of objects</i> and measures or describes those <i>properties</i> using age-appropriate tools and materials. 2. separates or sorts a group of objects or materials by <i>properties</i>. 3. compares the properties of solids and liquids. 4. describes the position of an object in relation to other objects. 	<p>August - May</p> <p>December</p> <p>August - May</p> <p>August - May</p>

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<p><u>Life Science</u></p> <p><u>Plants:</u> parts/structures plant needs life cycles habitats</p> <p><u>Animals:</u> parts/structures needs life cycles habitats</p>	<p>The student...</p> <ol style="list-style-type: none"> discusses that <i>organisms</i> live only in <i>environments</i> in which their needs can be met. observes <i>life cycles</i> of different living things. observes living things in various <i>environments</i> examines the <i>structures/parts</i> of living things. <i>organisms</i> live only in <i>environments</i> in which their needs can be met. 	<p>April - May</p> <p>October - November</p>
<p><u>Earth and Space Science</u></p> <p><u>Space:</u> sun/moon/stars planets sky</p> <p><u>Weather</u> temperature severe weather seasons</p> <p><u>Shadows</u></p> <p><u>Protecting the Earth</u> recycling</p> <p><u>Natural Resources</u> water, sunlight, soil</p>	<p>(S4:B1) The student...</p> <ol style="list-style-type: none"> observes, compares, and sorts earth materials <p>(S4:B2) The student...</p> <ol style="list-style-type: none"> observes and recognizes the sun, moon, stars, clouds, birds, airplanes, and other objects in the sky. describes that the sun provides light and warmth. <p>(S4:B3) The student...</p> <ol style="list-style-type: none"> observes changes in the weather from day to day. records weather changes daily. discusses weather safety procedures. 	<p>May</p> <p>Daily during Calendar</p> <p>March April</p> <p>September/December/ March</p> <p>February</p> <p>April</p> <p>March - April</p>

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<p><u>Science And Technology</u></p> <p><u>Tools</u></p> <p><u>Inventions</u></p> <p><u>Problem Solving</u></p>	<p>The student...</p> <p>1. explores the way things work.</p> <p>2. experiences science through <i>technology</i>.</p>	<p>November</p> <p>August - May</p>
<p><u>Science in Personal and Environmental Perspectives</u></p> <p><u>Nutrition</u> Healthy Foods</p> <p><u>Safety</u> Stranger Danger Fire Safety</p> <p>Personal Information School Rules</p> <p><u>Health</u> Exercise Dental Health</p> <p>Germ</p>	<p>The student...</p> <p>1. engages in personal care.</p> <p>2. discusses healthy foods.</p> <p>3. discusses that humans need to practice being safe.</p>	<p>February</p> <p>October</p> <p>August</p> <p>February</p> <p>January</p>
<p><u>History and Nature of Science</u></p> <p><u>Asking Questions</u></p> <p><u>Investigations</u></p>	<p>The student...</p> <p>1. is involved in explorations that make his/her mind wonder and know that he/she is practicing science.</p> <p>2. uses <i>technology</i> to learn about people in science.</p>	<p>August - May</p> <p>*Should be incorporated through every Science lesson</p>