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JC Schools Kindergarten Yearly Science Standards

	Overarching Standards
	K.ETS1.A.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool **K.ETS1.B.1** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem **K.ETS1.C.1** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs
Units	**Priority Standards**
Unit 1 Energy and the Sun **21 Total Days**	**K.PS3.A.1** **MAKE** observations to **DETERMINE** the effect of sunlight on Earth's surface **K.PS3.B.1** With prompting and support, **USE** tools and materials to **DESIGN** and **BUILD** a structure that will reduce the warming effect of sunlight on an area
Unit 2 Weather **32 Total Days**	**K.ESS1.B.1** **MAKE** observations during different seasons to **RELATE** the amount of daylight to the time of year *[Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall]* **K.ESS2.D.1** **USE** and **SHARE** observations of local weather conditions to **DESCRIBE** patterns over time *[Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny,*

	cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months]
Unit 3 Force and Motion **22 Total Days**	**K.PS2.A.1** **PLAN** and **CONDUCT** an investigation to **COMPARE** the effects of different strengths or different directions of pushes and pulls on the motion of an object *[Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other]* **K.PS2.A.2** **DESCRIBE** ways to change the motion of an object (i.e., how to cause an object to go slower, go faster, go farther, change direction, stop)
Unit 4 Plants and Animals **30 Total Days**	**K.LS1.C.1** **USE** observations to **DESCRIBE** patterns of what plants and animals (including humans) need to survive *[Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water]* **K.ESS3.A.1** **USE** a model to **REPRESENT** the relationship between the needs of different plants or animals (including humans) and the places they live
Unit 5 Impacts on Earth's Systems **24 Total Days**	**K.ESS2.E.1** With prompting and support, **CONSTRUCT** an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs
Unit 6 Protecting Our Earth **32 Total Days**	**K.ESS3.C**1 **COMMUNICATE** solutions that will **REDUCE** the impact of humans on the land, water, air, and/or other living things in the local environment