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JC Schools Kindergarten Yearly Science Standards

Overarching Standards
K.PS1.A.1 Make qualitative observations of the physical properties of objects (i.e., size, shape, color, mass) (JC Schools- utilize the 5 senses) **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	Supporting Standards
Unit 1 **Weather** 27 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*	**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

	(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 2 **Force and Motion** 21 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 3 **Animals and Plants** 31 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. **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 4 **Protecting our Earth** 30 days	**K.ESS3.B.1** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	**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. **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.