

<b>Grade Level:</b>	<b>Kindergarten</b>
<b>Class Title:</b>	<b>Science &amp; Fine Motor</b>
<b>Subject:</b>	<b>Science</b>
<b>Class Description:</b>	<p>This class will help channel the student’s natural curiosity to become a better questioner, observer, and thinker.</p> <p>This course will introduce students to fundamentals of the following Science topics:</p> <p><b>Physical Science</b> Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.</p> <p><b>Earth and Space</b> Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p><b>Life Science</b> Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.</p> <p>This class will work toward one or more CCSS. This will be a year-long class, spanning the 2022-2023 school year working on science and fine motor skills.</p> <p>The estimated instructional hours for this class are ____ per week. State Cedars Code: 03239 This remote class is overseen by the certificated teacher/consultant.</p>
<b>Learning Materials:</b>	List all materials.
<b>Learning Goals/ Performance Objectives:</b>	<ol style="list-style-type: none"> <li>1. Observe and describe using senses</li> <li>2. Compare and Contrast</li> <li>3. Identify parts of processes, system, cycles, or animals</li> <li>4. Explain the function or job of parts of a system or animal</li> <li>5. Ask questions about key details in text-CCS</li> <li>6. Ask and answer who, what, where when, why, and how to demonstrate understanding of key details in a text-CCS</li> </ol> <p><b>Physical Science—Forces and Interactions: Pushes and Pulls</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</li> </ol> <p><b>Life Science—Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment</b></p> <ol style="list-style-type: none"> <li>1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</li> <li>2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</li> </ol>

3. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

**Earth Science—Weather and Climate**

1. Make observations to determine the effect of sunlight on earth’s surface.
2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
3. Use and share observations of local weather conditions to describe patterns over time.

A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP. This is just a sample of learning goals. Other learning goals are available to view by going to OSPI’s website. <https://www.k12.wa.us/student-success/learning-standards-instructional-materials>. Course(s) or grade level course work meets one or more of the state essential academic learning requirements or grade-level expectations.

[English Language Arts](#), [Math](#), [Writing](#), [Communication](#), [Social Studies](#), [Science](#), [Health](#), [PE \(including gross motor\)](#), [Fine motor](#), [World Language](#), [Arts](#)

**Learning Activities:**

- The student Read for 15 minutes for information on a topic
- The student will complete \_\_\_\_pages per week/month in Science workbook
- The student will collect data about observations using: list, tally, chart or graph
- The student will compare and contrast two objects (using a Venn diagram)
- The student will draw or label the parts of an object, plant, or animal
- The student will keep a list of vocabulary words for the topic
- The student will make a prediction and explain the outcome

**Progress Criteria/  
Methods of Evaluation:**

The student will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.