

Worth County Primary School
Kindergarten Science Curriculum Map
2016–2017

First 9–weeks	Second 9–weeks	Third 9–weeks	Fourth 9–weeks
<p>SKP1. Students will describe objects in terms of the materials they are made of and their physical properties.</p> <p>a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.).</p> <p>b. Use senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, texture, buoyancy, flexibility).</p> <p>SKE2. Students will describe the physical attributes of rocks and soils.</p> <p>b. Use senses to observe soils by physical attributes such as smell, texture, color, particle/grain size.</p> <p>c. Recognize earth materials— soil, rocks, water, air, etc.</p>	<p>SKP3. Students will observe and communicate effects of gravity on objects.</p> <p>a. Recognize that some things, such as airplanes and birds, are in the sky, but return to earth.</p> <p>b. Recognize that the sun, moon, and stars are in the sky, but don't come down.</p> <p>SKE2. Students will describe the physical attributes of rocks and soils.</p> <p>a. Use senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc.</p> <p>c. Recognize earth materials— soil, rocks, water, air, etc.</p>	<p>SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky.</p> <p>a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day.</p> <p>b. Classify objects according to those seen in the day sky and those seen in the night sky.</p> <p>c. Recognize that the Sun supplies heat and light to the Earth.</p> <p>SKP2. Students will investigate different types of motion.</p> <p>a. Sort objects into categories according to their motion (straight, zigzag, round and round, back and forth, fast and slow, and motionless).</p> <p>b. Push, pull, and roll common objects and describe their motions.</p>	<p>SKL2. Students will compare the similarities and differences in groups of organisms.</p> <p>a. Explain the similarities and differences in animals (color, size, appearance, etc.).</p> <p>b. Explain the similarities and differences in plants (color, size, appearance, etc.).</p> <p>c. Recognize the similarities and differences between a parent and a baby.</p> <p>d. Match pictures of animal parents and their offspring explaining your reasoning (for example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.).</p> <p>e. Recognize that you are similar to and different from other students (senses, appearance).</p> <p>SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.</p> <p>a. Recognize the difference between living organisms and nonliving materials.</p> <p>b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (for example: A green frog has four legs and hops. A rabbit also hops.).</p> <p>c. Group plants according to their observable features such as appearance, size, etc.</p>