

Big Idea	Standard	Breakdown
1. The Practice of Science	SC.K.N.1.1 Collaborate with a <u>partner</u> to collect information. (Low)	<ul style="list-style-type: none"> <li>• Know that a <b>team</b> is two to four <b>partners</b> working together to collect information.</li> <li>• Participate in a team.</li> <li>• Perform a role in a team.</li> <li>• Share materials/supplies with your partners.</li> <li>• Take turns with your partners.</li> </ul>
	SC.K.N.1.2 Make <u>observations</u> of the natural world and know that they are descriptors collected using the five senses. (Moderate)	<ul style="list-style-type: none"> <li>• Know that <b>observations</b> are something you notice with your <b>senses</b>.</li> <li>• See, smell, feel, touch and/or taste (*with permission) different objects or substances.</li> <li>• Name which sensory organ(s) are used to make each type of observation. (Record them in a table)</li> </ul>
	SC.K.N.1.3 Keep records as appropriate -- such as pictorial records -- of investigations conducted. (Moderate)	<ul style="list-style-type: none"> <li>• Use a science notebook to record <b>qualitative</b> and <b>quantitative</b> observations (<i>data</i>).</li> <li>• Record <b>data</b> in tables.</li> <li>• Match structures to function, causes to effects, terms to meanings, and <b>claims</b> to <b>evidence</b>.</li> </ul>
	SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features. (High)	<ul style="list-style-type: none"> <li>• <b>Draw</b> and objects and label its parts (<i>add measurements and a title</i>).</li> <li>• Label a <b>diagram</b> with the terms from a word bank.</li> </ul>
	SC.K.N.1.5 Recognize that learning can come from careful observation. (Moderate)	<ul style="list-style-type: none"> <li>• Know that scientist learn about the world by making observations and measurements (<i>using tools</i>).</li> <li>• Use scientific tools (<i>lab equipment</i>) to make <b>accurate</b> and <b>precise</b> (<i>empirical</i>) observations.</li> <li>• Record <b>measurements</b> with <b>units</b>.</li> </ul>
5. Earth in Space and Time	SC.K.E.5.1 Explore the Law of <u>Gravity</u> by investigating how objects are pulled toward the ground unless something holds them up. (Moderate)	<ul style="list-style-type: none"> <li>• Know that <b>gravity</b> is a <b>force</b> that pulls objects toward each other.</li> <li>• Investigate what happens to objects dropped from a place above the ground. Record which way they fall.</li> <li>• Observe what happens to objects thrown up into the sky. Record which way they fall.</li> </ul>
	SC.K.E.5.2 Recognize the repeating <u>pattern</u> of day and night. (Low)	<ul style="list-style-type: none"> <li>• Know that <b>time</b> is a measure of how long it takes an object to move in a certain distance.</li> <li>• Know that a <b>day</b> is the time it takes a planet (<b>Earth</b>) to make one turn (<b>rotate</b>) on it axis. (<i>One Earth day is about 24 hours</i>).</li> <li>• Track the hours of day-light and night (<i>dark</i>) over one <i>month</i>. Record how the hours changes (more/less).</li> <li>• Track and record the time of day that the sun rises and sets over a month. Describe how the times change.</li> <li>• Know that a <b>pattern</b> is the way something repeats itself over a period of time.</li> </ul>
	SC.K.E.5.3 Recognize that the <u>sun</u> can only be seen in the daytime. (Low)	<ul style="list-style-type: none"> <li>• Know that the <b>sun</b> is a <b>star</b> (<i>that makes its own light and heat</i>).</li> <li>• Observe what space objects can be seen in the day time sky. (<i>Usually sun and sometimes the moon</i>).</li> </ul>

	SC.K.E.5.4 Observe that sometimes the <u>moon</u> can be seen at night and sometimes during the day. (Moderate)	<ul style="list-style-type: none"> <li>Know that the <b>moon</b> is a small, round object in space that circles (<i>revolves</i>) around the Earth.</li> <li>Record the dates (<i>days</i>) that the moon is visible in the night sky over a month.</li> <li>Record the dates the moon is also visible in the day time sky over the same month.</li> </ul>
5. Earth in Space and Time (continued)	SC.K.E.5.5. Observe that things can be big and things can be small as seen from <u>Earth</u> . (High)	<ul style="list-style-type: none"> <li>Know that <b>space</b> (<i>outer space</i>) is the area in all directions beyond the Earth.</li> <li>Know other objects are also visible in the night sky (<i>stars and planets</i>).</li> <li>Know that a <b>planet</b> is a large object in space that circles (<i>revolves</i>) around the sun.</li> <li>Know that <b>Earth</b> is a planet (<i>third from the sun in our solar system</i>); the planet we live on.</li> <li>Compare which objects in outer space look different (<i>some bigger others smaller, some different colors, some twinkle</i>) as viewed from the Earth.</li> </ul>
	SC.K.E.5.6 Observe that some objects are far away and some are nearby as seen from Earth. (High)	<ul style="list-style-type: none"> <li>Know that objects in space are <u>not</u> always as large or small as they appear.</li> <li>Investigate why some objects look bigger than others objects as seen from the same place.</li> </ul>
8. Properties of Matter	SC.K.P.8.1 Sort objects by observable <u>properties</u> , such as size, shape, color, <u>temperature</u> (hot or cold), weight (heavy or light) and texture. (Moderate)	<ul style="list-style-type: none"> <li>Know that a <b>property</b> is a characteristic (<i>quality</i>) of matter.</li> <li>Know that a <b>physical property</b> is a characteristic of matter that can be observed.</li> <li>Identify the physical properties of a variety of different objects/substances (<i>solids, liquids, gases</i>).</li> <li>Know that a <b>thermometer</b> is a toll used to measure temperature.</li> <li>Use a <i>thermometer</i> to measure how hot or cold two objects are compared to each other. Record the degree and unit of measure.</li> <li>Know that <b>temperature</b> is a measure of how hot or cold something is.</li> <li>Use a balance scale to measure how much one object weighs compared to another. Measure and record the mass and/or weight of the objects.</li> <li>Sort (<i>classify</i>) objects with similar <i>physical properties</i> into groups.</li> </ul>
9. Changes in Matter	SC.K.P.9.1 Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. (Low)	<ul style="list-style-type: none"> <li>Know that a <b>physical change</b> is a change in a property of matter.</li> <li>Investigate different ways to physically change the shape of an object (<i>substance</i>).</li> <li>Record the ways you successfully physically changed the objects.</li> </ul>
10. Forms of Energy	SC.K.P.10.1 Observe that things that make <u>sound</u> vibrate. (Low)	<ul style="list-style-type: none"> <li>Know that <b>vibrations</b> are a back and forth motion that causes sound.</li> <li>Know that <b>sound</b> is a form of energy.</li> <li>Investigate different ways musical instruments make sounds.</li> <li>Observe the ways different instrument vibrate to make sound. Record how each one vibrates in a table.</li> <li>Compare loud and soft sounds (<i>volume or intensity</i>).</li> <li>Compare high and low sounds (<i>pitch</i>).</li> </ul>

12. Motion of Objects	SC.K.P.12.1 Investigate that things <u>move</u> in different ways, such as fast, slow, etc. (High)	<ul style="list-style-type: none"> <li>• Know that when an object <b>moves</b> it changes its position.</li> <li>• Investigate different ways objects <i>move</i>.</li> <li>• Record what caused the objects motion, a push or a pull.</li> </ul>
13. Forces and	SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving. (Low)	<ul style="list-style-type: none"> <li>• Know that a <b>force</b> is a push or pull.</li> <li>• Identify which <i>force</i> causes an object to move.</li> </ul>
14. Organization and Development of Living Things	SC.K.L.14.1 Recognize the five <u>senses</u> and related body parts.	<ul style="list-style-type: none"> <li>• Know that your <b>senses</b> are what you use to make observations; the five senses are seeing, hearing, smelling, tasting, and touching.</li> <li>• Investigate and record the parts of your body that smells different odors; feels different textures; hears different sounds; see different colors and shapes; or tastes different flavors (<i>with permission</i>).</li> <li>• Know that your five <b>sense organs</b> are eyes, ears, nose, mouth, and hands.</li> <li>• Match each sense organ with its function. Record it in a structure and function table.</li> </ul>
	SC.K.L.14.2 Recognize that some books and other media portray animals and plants with <u>characteristics</u> and <u>behaviors</u> they do not have in real life.	<ul style="list-style-type: none"> <li>• Know that a <b>characteristic</b> is a quality that describes a living thing or an object.</li> <li>• Know that a <b>behavior</b> is something an organism does to get the things it needs to live.</li> <li>• Know that an <b>organism</b> is a living thing (plant or animal).</li> <li>• Site passages in a text that describe organisms doing things they <u>cannot</u> do in real life.</li> <li>• Collect pictures or cartoons that show organisms doing things they <u>do not</u> do in real life.</li> </ul>
	SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. (Moderate)	<ul style="list-style-type: none"> <li>• Know that a <b>structure</b> of a living thing is a part of their body.</li> <li>• List the structures plants and/or animals have in common.</li> <li>• Know that the <b>function</b> is what each structure does to help it survive (<i>stay alive to reproduce offspring</i>).</li> <li>• Record the function of each structure.</li> <li>• Sort (<i>group</i>) organisms by similar structures into groups.</li> <li>• Describe and record the attributes (<i>structures and behaviors</i>) of each group.</li> <li>• Understand that a living things form usually determines its function and that a change in a structure affects the things they do.</li> </ul>