SCIENCE
INVESTIGATING OUR NATURAL AND ENGINEERED WORLD.

Kindergarten Science Teaching and Learning Framework						
Quarter 1	**Quarter 2**		**Quarter 3**		**Quarter 4**	
Unit 1 9 weeks	Unit 2 4 weeks	Unit 3 5 weeks	Unit 4 5 weeks	Unit 5 4 weeks	Unit 6 4 weeks	Unit 7 5 weeks
Properties of Matter	**Day and Night**	**Motion**	**Living and Non-living**	**Animals**	**Rocks and Soils**	**Plants**
SKP1. **Obtain, evaluate, & communicate information to describe objects in terms of the materials they are made of & their physical attributes.** a. Ask questions to compare & sort objects made of different materials. (Common materials include clay, cloth, plastic, wood, paper & metal.) b. Use senses & science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color size, shape, weight, and texture). c. Plan and carry out an investigation to predict & observe whether objects, based on their physical attributes, will sink or float.	**SKE1.** **Obtain, evaluate, and communicate observations about time patterns (day to night & night to day) and objects (sun, moon, stars) in the day & night sky.** a. Ask questions to classify objects according to those seen in the day sky, the night sky & both. b. Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words.	**SKP2.** **Obtain, evaluate, and communicate information to compare and describe different types of motion.** a. Plan and carry out an investigation to determine the relationship between an object's physical attributes & its resulting motion. (straight, circular, back & forth, fast & slow, and motionless) when a force is applied. b. Construct an argument as to the best way to move an object based on its physical attributes.	**SKL1.** **Obtain, evaluate, and communicate information about how organisms (alive & not alive) and non-living objects are grouped.** a. Construct an explanation based on observations to recognize the differences between organisms and nonliving objects. b. Develop a model to represent how a set of organisms & nonliving objects are sorted into groups based on their attributes.	**SKL2.** **Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.** a. Construct an argument supported by evidence for how animals can be grouped according to their features. c. Ask questions and make observations to identify the similarities & differences of offspring to their parents & other members of the same species.	**SKE2.** **Obtain, evaluate, and communicate information to describe the physical attributes of earth, materials (soil, rocks, water, & air)** a. Ask questions to identify & describe earth materials—soil, rocks, water & air. b. Construct an argument supported by evidence for how rocks can be grouped by physical attributes (size, weight, texture & color). c. Use tools to observe & record physical attributes of soil such as texture & color.	**SKL2.** **Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.** b. Construct an argument supported by evidence for how plants can be grouped according to their features.