

Platte County School District #2

Science Standards

Kindergarten



2017-2018 School Year

Quarter 1: Scientific Method and Engineering Design

ESTABLISHED GOALS

K-2-ETS1-1: 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.

Quarter 2: Forces and Interactions – Pushes and Pulls

ESTABLISHED GOALS

K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different direction 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.] [Assessment boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls, such as those produced by magnets.]

Quarter 3: Energy - Weather and Climate

ESTABLISHED GOALS

K-PS3-1: Make observations to determine the effects of sunlight on Earth's surface. [Clarification statement: Examples of Earth's surface could include sand, soil, rocks and water.] [Assessment boundary: Assessment of temperature is limited to relative measures such as warmer / cooler.]

K-ESS2-1: 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 (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.] [Assessment boundary: Assessment of qualitative observations limited to whole numbers and relative measures such as warmer / cooler.]



Quarter 4: Interdependent Relationships in Ecosystems – Animals, Plants, and Their Environments

ESTABLISHED GOALS

K-LS1-1: 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 requirements of plants to have light; and, that all living things need water.]

K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. [Clarification statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]

