Seattle Public Schools Science Standards

Animals 2x2

(FOSS)

Kindergarten

PHYSICAL SCIENCE

EARL #1 The student understands and uses scientific concepts and principles.

Component	Benchmarks	Lesson #s
1.2 – Recognize the components, structure, and organization of systems and the interconnections within and among them.	***System*** • identify how parts are put together to make a whole (e.g. water, plants, fish tunnels, and fish are part of a system)	1.3, 4.4

LIFE SCIENCE

EARL #1 The student understands and uses scientific concepts and principles.

1.1 – Use the properties to identify, describe, and categorize substances, materials, and objects, and use characteristics to categorize living things.	***Basis of biological diversity*** • understand that living things have basic needs (e.g., nutrients, and water) • recognize unique characteristics of animals (e.g., fins, gills, shells) how they move, what and how they eat, and how they respond to stimuli (e.g., presence of fish tunnels and barriers)	All lessons
1.2 – Recognize the components, structure, and organization of systems and the interconnections within and among them.	***Structure and organizations of living systems*** • observe the parts of animals and how these parts perform specific functions necessary for survival (e.g., fins for movement, gills for breathing, tentacles for sensing light and food)	All lessons
1.3 – Understand how interactions within and among systems cause changes in matter and energy.	***Interdependence of life*** • demonstrate that animal behaviors are influenced by internal and external cues (e.g., fish tunnels, hunger, presence of plants) ***Environmental and resource issues*** • recognize that some animals live in either land or water environments and depend on the conditions that make up their natural environment to survive	1.2, 1.3, 2.1 – 2.3, 3.2, 3.3, 4.1, 4.2 All lessons

SCIENCE SKILLS/ PROCESSES

EARL #2 The student understands the skills and processes of science and technology.

2.1 – Develop the abilities necessary to do scientific inquiry.	***Questioning*** • ask questions about objects, organisms, and events in the environment ***Designing and conducting investigations*** • plan and conduct simple investigations, using appropriate tools, measures, and safety rules	All lessons 1.2, 1.3, 2.1, 2.2. 3.2, 4.1 – 4.3

	Modeling • model systems, events, or processes by representing them with concrete objects ***Evidence and explanation*** • use data (observations) to construct explanations ***Communication*** • record and report observations through oral language, numbers, pictures, and words	All lessons All lessons All lessons

SCIENTIFIC THINKING

EARL #3 The student understands the nature and contexts of science and technology.		
3.1 – Understand the nature of scientific inquiry	***Dealing with inconsistencies*** • begin to observe and discuss why similar investigations may not produce similar results	All lessons
3.2 – Know that science and technology are human endeavors, interrelated to each other, to society and to the workplace.	***All peoples contribute to science and technology*** • begin to understand how science and technology are or have been practiced by people ***Careers and occupations using science, mathematics, and technology*** • begin to identify how science, mathematics, and technology are used in the workplace	All lessons All lessons