

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
Date Revised: 6/01/15

Grade Level: Kindergarten	Subject: Science	Time: 2015-2016	Core Text:
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Time	Strand:	Concept:	Skills (Verbs)	Standards	Assessments
Q1-4	Strand 1: Inquiry Process	Concept 1: Observations, Questions, and Hypotheses	<ul style="list-style-type: none"> ● Observe common objects using multiple senses ● Ask questions based on experiences with objects, organisms, and events in the environment ● Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., the five senses, changes in weather) 	S1C1PO1 S1C1PO2 S1C1PO3	
Q1-4	Strand 2: Inquiry Process	Concept 2: Scientific Testing (Investigating and Modeling)	<ul style="list-style-type: none"> ● Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry ● Participate in guided investigations in life, physical, and Earth and space sciences ● Perform simple measurements using non-standard units of measure to collect data 	S1C2PO1 S1C2PO2 S1C2PO3	
Q1-4	Strand 1: Inquiry Process	Concept 3: Analysis and Conclusions	<ul style="list-style-type: none"> ● Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics 	S1C3PO1	

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			<ul style="list-style-type: none"> Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier) 	S1C3PO2	
Q1-4	Strand 1: Inquiry Process	Concept 4: Communication	<ul style="list-style-type: none"> Communicate observations with pictographs, pictures, models, and/or words Communicate with other groups to describe the results of an investigation 	S1C4PO1 S1C4PO2	
Q1-4	Strand 2: History and Nature of Science	Concept 2: Nature of Scientific as a Human Endeavor	<ul style="list-style-type: none"> Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in their daily life. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jane Goodall, scientist; Louis Braille, inventor) 	S2C2PO1 S2C2PO2	
Q1	Strand 4: Life Science	Concept 1: Characteristics of Organisms	<ul style="list-style-type: none"> Name the following human body parts: <ul style="list-style-type: none"> * head * shoulders * legs * arms * elbows * hips * wrists * hands * knees * fingers * ankles * feet * heels * toes Identify the five senses and their related body parts 	S4C1PO2 S4C1PO3	

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Q1	Strand 5: Physical Science	Concept 1: Properties of Objects and Materials	<ul style="list-style-type: none"> ● Identify the following observable properties of objects using the senses: <ul style="list-style-type: none"> * shape * texture * size * color ● Compare objects by the following observable properties: <ul style="list-style-type: none"> * size * color * type of material 	S5C1PO1 S5C1PO2	
Q1	Strand 5: Physical Science	Concept 2: Position and Motion of Objects	<ul style="list-style-type: none"> ● Describe spatial relationships (i.e., above, below, left, right, middle, center) of objects 	S5C2PO1	
Q1	Strand 5: Physical Science	Concept 3: Energy and Magnetism	<ul style="list-style-type: none"> ● Investigate how applied forces (push and pull) can make things move ● Investigate how forces can make things move without another thing touching them (e.g., magnets, static electricity) 	S5C3PO1 S5C3PO2	
Q2-3	Strand 6: Earth and Space Science	Concept 3: Changes in the Earth and Sky	<ul style="list-style-type: none"> ● Identify the following aspects of weather: <ul style="list-style-type: none"> * temperature * wind * precipitation * storms 	S6C3PO1	

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			<ul style="list-style-type: none"> Describe Observable changes in the weather Give examples of how the weather affects people's daily activities 	S6C3PO2 S6C3PO3	
Q3	Strand 4: Life Science	Concept 1: Characteristics of Organisms	<ul style="list-style-type: none"> Distinguish between living and nonliving things 	S4C1PO1	
Q3	Strand 4: Life Science	Concept 2: Life Cycles	<ul style="list-style-type: none"> Describe that most plants and animals will grow to physically resemble their parents 	S4C2PO1	
Q3	Strand 4: Life Science	Concept 3: Organisms and Environments	<ul style="list-style-type: none"> Identify some plants and animals that exist in the local environment Identify that plants and animals need the following to grow and survive: <ul style="list-style-type: none"> * food * water * air * space Describe changes observed in a small system (e.g., ant farm, aquarium, plant terrarium) 	S4C3PO1 S4C3PO2 S4C3PO3	
Q4	Strand 6: Earth and Space Science	Concept 1: Properties of Earth Materials	<ul style="list-style-type: none"> Identify rocks, soil and water as basic Earth materials Compare physical properties (e.g., color, 	S6C1PO1 S6C1PO2	

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			<p>texture, capacity to retain water) of basic Earth materials</p> <ul style="list-style-type: none">• Classify a variety of objects as being natural or man-made• Identify ways of some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans)	<p>S6C1PO3</p> <p>S6C1PO4</p>	
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