

Science Content Standards: Kindergarten

Physical Sciences

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| 1.0 | Because God created an orderly universe, properties of materials can be observed, measured, and predicted. As a basis for understanding this concept: |
| 1.a | <i>Students know</i> objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). |
| 1.b | <i>Students know</i> water can be a liquid or a solid and can be made to change back and forth from one form to the other. |
| 1.c | <i>Students know</i> water left in an open container evaporates (goes into the air) but water in a closed container does not. |
| 1.d | <i>Students recognize</i> the effects of light on objects. |
| 1.e | <i>Students determine</i> relative position of objects. |
| 1.f | <i>Students predict</i> changes due to pushing or pulling. |

Life Sciences

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| 2.0 | God created different types of plants and animals to inhabit the earth. As a basis for understanding this concept: |
| 2.a | <i>Students know</i> how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, and insects). |
| 2.b | <i>Students know</i> stories sometimes give plants and animals attributes they do not really have. |
| 2.c | <i>Students know</i> how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs). |
| 2.d | <i>Students differentiate</i> between natural/artificial objects and living/non-living objects. |
| 2.e | <i>Students predict</i> animal behavior, based on an understanding of structure and function. |

Earth Sciences

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| 3.0 | The Earth that God created is composed of land, air, and water. As a basis for understanding this concept: |
| 3.a | <i>Students know</i> the seven days of creation. |
| 3.b | <i>Students know</i> characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. |
| 3.c | <i>Students know</i> changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. |
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| 3.d | <i>Students know</i> how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved. |
| 3.d | <i>Students understand</i> the locations of objects in the sky. |

Investigation and Experimentation

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| 4.0 | Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: |
| 4.a | Observe common objects by using the five senses. |

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| | 4.b | Describe the properties of common objects. |
| | 4.c | Describe the relative position of objects by using one reference (e.g., above or below). |
| | 4.d | Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight). |
| | 4.e | Communicate observations orally and through drawings. |
| | 4.f | Interpret simple graphs. |
| | 4.g | Use basic measurement instruments. |
| Health | | |
| 5.0 | | God created the human body as His temple. As a basis for understanding this concept, students must demonstrate an understanding of the body's functions and proper care: |
| | 5.a | <i>Students know and use</i> the five senses. |
| | 5.b | <i>Students know</i> the functions of visual body parts. |
| | 5.c | <i>Students know</i> the proper care of teeth, skin, hair, and nails. |
| | 5.d | <i>Students know</i> habits required to maintain health. |
| | 5.e | <i>Students know</i> the importance of following safety rules at home, school, and in the community. |