

Seattle Public Schools Science Standards

Wood

(FOSS)

Kindergarten

PHYSICAL
SCIENCE

EARL #1 The student understands and uses scientific concepts and principles.		
Component	Benchmarks	Lesson #s
1.1 – Use the properties to identify, describe, and categorize substances, materials, and objects.	<p><i>Properties of substances</i></p> <ul style="list-style-type: none"> observe and describe properties of materials use properties to sort and classify materials 	1.1 – 1.5
1.2 – Recognize the components, structure, and organization of systems and the interconnections within and among them.	<p><i>System</i></p> <ul style="list-style-type: none"> identify how parts are put together to make a whole <p><i>Structure of matter</i></p> <ul style="list-style-type: none"> know that objects and materials can be made of small parts <p><i>Physical and chemical change</i></p> <ul style="list-style-type: none"> understand that objects and materials can undergo changes (e.g., sanding, laminating, staining) 	2.3, 2.4, 2.7 2.1 – 2.4 2.1 – 2.4, 2.6, 2.7

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.	<p><i>Questioning</i></p> <ul style="list-style-type: none"> ask questions about objects, organisms, and events in the environment <p><i>Designing and conducting investigations</i></p> <ul style="list-style-type: none"> plan and conduct simple investigations, using appropriate tools, measures, and safety rules <p><i>Evidence and explanation</i></p> <ul style="list-style-type: none"> use data (observations) to construct explanations <p><i>Communication</i></p> <ul style="list-style-type: none"> record and report observations through oral language, numbers, pictures, and words 	All lessons 1.3, 1.4, 1.5, 2.2 1.3 - 1.5, 2.2 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	<p><i>Dealing with inconsistencies</i></p> <ul style="list-style-type: none"> begin to observe and discuss why similar investigations may not produce similar results 	1.3, 1.5
3.2 – Know that science and technology are human endeavors, interrelated to each other, to society and to the workplace.	<p><i>All peoples contribute to science and technology</i></p> <ul style="list-style-type: none"> begin to understand how science and technology are or have been practiced by people <p><i>Relationship of science and technology</i></p> <ul style="list-style-type: none"> recognize that people have invented tools for 	All lessons 2.1, 2.3 – 2.6

	<p>everyday life and for scientific investigations</p> <p><i>Careers and occupations using science, mathematics, and technology</i></p> <ul style="list-style-type: none">• begin to identify how science, mathematics, and technology are used in the workplace	2.1 – 2.7
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