# Seattle Public Schools Science Standards

## Fabric

(FOSS)  
Kindergarten

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Benchmarks</th>
<th>Lesson #s</th>
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</thead>
</table>
| 1.1 – Use the properties to identify, describe, and categorize substances, materials, and objects. | **Properties of substances**  
• observe and describe properties of materials  
• use properties to sort and classify materials | 1.1 – 2.1, 2.4 |
| 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  
**Structure of matter**  
• know that objects and materials can be made of small parts  
**Physical and chemical change**  
• understand that objects and materials can undergo physical changes (e.g., cutting, tearing, weaving) and chemical changes (e.g., dyeing fabric, and using soap to remove stains) | 1.4 – 1.6  
1.4 – 1.6  
1.3 – 1.6, 2.2, 2.3 |

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

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| 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  
**Evidence and explanation**  
• use data (observations) to construct explanations  
**Modeling**  
• model systems, events, or processes by representing them with concrete objects  
**Communication**  
• record and report observations through oral language, numbers, pictures, and words | All lessons |
| 2.2 – Apply science knowledge and skills to solve problems or meet challenges. | **Identifying problems**  
• begin to identify problems found in familiar contexts in which science and technology can be or have been used to design solutions (e.g., how to remove stains, color fabric) | 2.1 – 2.4 |
### EARL #3 The student understands the nature and contexts of science and technology.

<table>
<thead>
<tr>
<th>3.1 – Understand the nature of scientific inquiry</th>
<th><strong>Dealing with inconsistencies</strong></th>
<th>2.1, 2.2</th>
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<tbody>
<tr>
<td>• begin to observe and discuss why similar investigations may not produce similar results</td>
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| 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 |          |
|                                                                                                        | **Relationship of science and technology** |          |
|                                                                                                        | • recognize that people have invented tools for everyday life and for scientific investigations (e.g. cotton gins, spinning wheels, looms, sewing machines, manufactured fabrics) |          |
|                                                                                                        | **Careers and occupations using science, mathematics, and technology** |          |
|                                                                                                        | • begin to identify how science, mathematics, and technology are used in the workplace |          |

**All lessons**

1.5, 1.6, 2.2, 2.3

1.5, 1.6

2.1 – 2.4