<table>
<thead>
<tr>
<th>Standard 1: Nature of Science</th>
<th>Objective</th>
<th>Task Analysis</th>
<th>Essential Vocabulary</th>
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</thead>
</table>
| **Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations** | K.S.1.2.1 Make observations and collect data. (528.01.a) | • Define observation, data, senses  
• Observe using senses  
• Explain observations  
• Draw (or write when appropriate) a representation of the observations  
  for example:  
  • characteristics of plants and animals K.S.3.1.1  
  • characteristics of living and non-living things K.S.3.2.1  
  • using senses to describe matter K.S.2.1.1  
  • measuring non-standard units K.S.1.3.1  
  • natural and man-made things K.S.5.1.1 | observe, draw, data, magnifying glass |
| **Goal 1.3: Understand Constancy, Change, and Measurement** | K.S.1.3.1 Measure in non-standard units. (528.02.b) | • Define measurement (length, weight, volume, temperature in student friendly terms)  
• Use correct measurement procedures (no spaces)  
• Tell how many units of measurement (unifix cubes, bean, etc.) labeled correctly.  
  Check alignment with mathematics | units, measure, equal, balance, length, weight, volume, label, temperature |
| **Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a** | K.S.1.4.1 Apply the concepts of yesterday, today, and tomorrow. (528.03.a) | • Define yesterday, today, tomorrow  
• Use the correct terms while describing events that have occurred on those days. (Yesterday we . . Today we are... Tomorrow we will...) | yesterday, today, tomorrow |
| **Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills** | K.S.1.6.1 Make observations. (529.01.a) | • Define observation and senses.  
• Observe using senses  
• Explain observations  
  for example observe and explain:  
  • characteristics of plants and animals K.S.3.1.1  
  • characteristics of living and non-living things K.S.3.2.1  
  • using senses to describe matter K.S.2.1.1  
  • measuring non-standard units K.S.1.3.1  
  • natural and man-made things K.S.5.1.1 | observe (using five senses and corresponding adjectives), magnifying glass |
| Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors | K.S.1.7.1 Use cooperation and interaction skills. (538.01.a) | • recognize and discuss acceptable social behaviors  
• define and maintain personal space  
• use cooperation within groups  
• work together on various tasks (may apply to all group sizes and content areas)  
| coop, share, take turns, personal space |
| Goal 1.8: Understand Technical Communication | K.S.1.8.1 Follow instructions. (538.02.a) | • Maintain eye contact during instruction (one and two-step)  
• Listen and repeat instructions  
• Perform task following instructions (may apply to all group sizes and content areas)  
| ordinal numbers 1-5, next, last |

### Standard 2: Physical Science

| Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions | K.S.2.1.1 Use senses to describe matter. (530.01.a) | • Define matter.  
• Define the 5 senses  
• Describe the characteristics of an object (matter) using multiple senses as deemed appropriate by the teacher.  
*Aligns with Standard(s):*  
• K.S.1.2.1, K.S.1.6.1 make observations  
• K.S.1.2.1 collect data  
| matter, liquids, solids, feel, taste, see, hear, smell, and corresponding adjectives |

### Standard 3: Biology

| Goal 3.1: Understand the Theory of Biological Evolution | K.S.3.1.1 Observe and describe the characteristics of plants and animals. (532.01.a) | • Define characteristics  
• Observe a variety of animals in various settings  
• Describe the characteristics observed  
• Observe a variety of plants  
• Describe the characteristics observed  
*Aligns with Standard(s):*  
• K.S.1.2, K.S.1.6.1 make observations  
• K.S.1.2.1 collect data  
| magnifying glass, mobility, animal (paws, feet, claws, fur, feathers, etc.) immobility, plants (leaves, stems, roots, etc.) |
| Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems | K.S.3.2.1 Describe the difference between living and non-living things. (533.01.a) | • Identify living and non-living things  
• Observe the characteristics of living and non-living things.  
• Identify characteristics of living and non-living things  
Aligns with Standard(s):  
• K.S.1.2.1, K.S.1.6.1 make observations  
• K.S.1.2.1 collect data | living, non-living, alive, dead (not to be confused with non-living) |
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<td><strong>Standard 4: Earth and Space Systems</strong></td>
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<tr>
<td>Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems</td>
<td>K.S.4.1.1 Name the four seasons. (534.01.a)</td>
<td>• tell the four seasons</td>
<td>autumn, fall, winter, spring, summer, season, year</td>
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</tbody>
</table>
| | K.S.4.1.2 Place the four seasons in order. (534.01.a) | • tell the current season  
• tell which season will follow  
(include all four seasons, circular pattern) | |
| **Standard 5: Personal and Social Perspectives; Technology** | | | |
| Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced | K.S.5.1.1 Describe characteristics of a man-made environment (home, school...). (536.01.a) | • Identify man-made objects  
• Identify characteristics of man-made objects  
• Identify natural objects  
• Identify characteristics of natural objects  
• Explain what makes a home or school a man-made environment  
Aligns with Standard(s):  
• K.S.1.2, K.S.1.6.1 make observations  
• K.S.1.2.1 collect data | man-made, natural, nature, characteristic, identify (mountains, hills, plants, house, school, building) |
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<tr>
<th>Assessment</th>
<th>Resources</th>
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<tr>
<td>Students will make verbal observations about (animals, plants, natural</td>
<td><a href="http://www.sciencenetlinks.com/lessons.cfm?BenchmarkID=1&amp;DocID=487">http://www.sciencenetlinks.com/lessons.cfm?BenchmarkID=1&amp;DocID=487</a>,</td>
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<td>Students will then create an illustration to represent the collected</td>
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<td>data.</td>
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<td>Students will measure a variety of items in multiple ways in non-standard</td>
<td><a href="http://www.kindergarten-lessons.com/teaching-measurement.html">http://www.kindergarten-lessons.com/teaching-measurement.html</a>,</td>
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<td>units. (for example: How many paper clips long is this pencil? How many</td>
<td><a href="http://www.learnnc.org/lp/pages/3748">http://www.learnnc.org/lp/pages/3748</a></td>
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<td>paper clips balance the mass/weight of this pencil?)</td>
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<td>Students will use the correct terms while describing events that have</td>
<td><a href="http://teachers.net">http://teachers.net</a>.</td>
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<td>occurred on those days. (Yesterday we . . Today we are... Tomorrow</td>
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<tr>
<td>we will...)</td>
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<tr>
<td>Students will make verbal observations about (animals, plants, natural</td>
<td><a href="http://teachers.net">http://teachers.net</a>.</td>
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<td>Students will progressively increase their ability to follow simple one and two-step instructions effectively.</td>
<td><a href="http://teachers.net">http://teachers.net</a>,</td>
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Students will describe the difference between living and non-living things. (growth, consumption of nutrients, mobility, reproduction etc.) (for example: Is a pencil living or non-living? Why? It doesn't eat or move or grow over time.)


Students will tell the names of the four seasons. (for example: What are the names of all four seasons?)


Place the four seasons in order. (May be assessed verbally or pictorially beginning with any season.) (for example: What season are we now in? Now tell me what season comes next? Continue until all four seasons have been identified in order)


Describe characteristics of a man-made environment (home, school). (for example: students will sort a variety of natural and man-made items into two different categories.)

Students will then explain the reasoning they used to sort by describing the characteristics of the man-made objects. (for example: Why did you decide this object is man-made? it doesn't grow, it doesn't consume food, etc.)

Students will describe what makes their home or their school is man-made. (for example: My house is man-made because it is brick. Brick is made from clay, but bricks do not grow, move on its own or eat.)

walking field trip outside; noting natural & man-made objects, http://www.scien
cenetlinks.com/les
s.cfm?BenchmarkID=11&DocID=247
http://www.artvistas.org/kindergarten.html