KINDERGARTEN SCIENCE
MISSOURI LEARNING STANDARDS

KINDERGARTEN PROPOSED MISSOURI LEARNING STANDARDS	
PS1 - Matter and Its Interactions	
A. Structure and Properties of Matter	
K.PS1.A.1.	Make qualitative observations of the physical properties of objects (i.e., size, shape, color, mass).
PS3 - Energy	
A. Definitions of Energy	
K.PS3.A.1.	Make observations to determine the effect of sunlight on Earth's surface.
B. Conservation of Energy and Energy Transfer	
K.PS3.B.1.	With prompting and support, use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area
PS2 - Motion and Stability: Forces and Interactions	
A. Forces and Motion	
K.PS2.A.1.	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.]
K.PS2.A.2	Describe ways to change the motion of an object (i.e., how to cause an object to go slower, go faster, go farther, change direction, stop).
LS1 - From Molecules to Organisms: Structure and Processes	
C. Organization for Matter and Energy Flow in Organisms	
K.LS1.C.1	Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]
ESS2 - Earth's Systems	
D. Weather and Climate	
K.ESS2.D.1	Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.]
E. Biogeology	
K.ESS2.E.1	With prompting and support, construct an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs.
ESS1 - Earth's Place in the Universe	
B. Earth and the Solar System	

K.ESS1.B.1	Make observations during different seasons to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]
ETS1-Engineering Design	
A. Defining and Delimiting Engineering Problems	
K.ETS1.A.1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
B. Developing Possible Solutions	
K.ETS1.B.1	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
C. Optimizing the Solution Process	
K.ETS1.C.1	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
ESS3 - Earth and Human Activity	
A. Natural Resources	
K.ESS3.A.1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
B. Natural Hazards	
K.ESS3.B.1	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.