



## CC Unit Science Kindergarten

| STRAND                            | EARTH AND SPACE SCIENCE                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Report Card Language                                                                                                                                                                                                                                                                                               |
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| TOPIC: Daily and Seasonal Changes |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                    |
| POWER OBJECTIVE #1                | Observe, collect measurements, and show how weather changes are long term and short term.                                                                                                                                                                                                                                                                                                                                             | Observe, collect measurements, and show how weather changes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                    |
| SUPPORTING INDICATORS             | K.ESS.1.a Describe and compare weather changes that occur throughout the day and from day to day.                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                    |
|                                   | <p><b>Complexity A</b></p> <ul style="list-style-type: none"><li>• Know that wind is moving air.</li><li>• Describe that the earth is surrounded by air.</li><li>• Map weather patterns for a month recording precipitation and temperature. Was it windy? Did it rain today? Was it hot or cold? Do I need a sweater to go outside? Do I need an umbrella?</li><li>• Identify seasons that occur in children’s literature.</li></ul> | <p><b>Complexity B</b></p> <ul style="list-style-type: none"><li>• List the characteristics of the weather for each season. In summer it is hot and sometimes rainy. The sun is out for a long time each day. In spring it is really rainy. In fall, the leaves change color and fall off the trees. In the winter there can be snow and ice.</li><li>• Relate holidays to the seasons when they occur (e.g., New Year’s Eve in winter, Fourth of July in summer).</li><li>• Relate activities to the different seasons (e.g., planting flowers in the spring, swimming in the summer, picking apples in the fall, sledding in the winter)</li><li>• Identify what happens before it storms (e.g., sky gets dark, temperature drops, wind increases).</li></ul> | <p><b>Complexity C</b></p> <ul style="list-style-type: none"><li>• Describe what constitutes a sunny day, and note the characteristics (blue sky, no rain, sunshine).</li><li>• Recognize when the wind is blowing. Recognize the effects of wind (leaves rustling, branches blowing down, flag waving).</li></ul> |



## PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

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|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Describe what constitutes a rainy day, and note the characteristics (cloudy, dark or gray skies, lots of precipitation, little sunshine).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                            |
| <b>K.ESS.1.b</b> Observe wind, temperature, and precipitation to document short-term weather changes. |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                            |
|                                                                                                       | <b>Complexity A</b> <ul style="list-style-type: none"> <li>Know that wind is moving air.</li> <li>Describe that the earth is surrounded by air.</li> <li>Map weather patterns for a month recording precipitation and temperature. Was it windy? Did it rain today? Was it hot or cold? Do I need a sweater to go outside? Do I need an umbrella?</li> <li>Identify seasons that occur in children's literature.</li> </ul> | <b>Complexity B</b> <ul style="list-style-type: none"> <li>List the characteristics of the weather for each season. In summer it is hot and sometimes rainy. The sun is out for a long time each day. In spring it is really rainy. In fall, the leaves change color and fall off the trees. In the winter there can be snow and ice.</li> <li>Relate holidays to the seasons when they occur (e.g., New Year's Eve in winter, Fourth of July in summer).</li> <li>Relate activities to the different seasons (e.g., planting flowers in the spring, swimming in the summer, picking apples in the fall, sledding in the winter)</li> <li>Identify what happens before it storms (e.g., sky gets dark, temperature drops, wind increases).</li> <li>Describe what constitutes a rainy day, and note the characteristics (cloudy, dark or gray skies, lots of precipitation, little sunshine).</li> </ul> | <b>Complexity C</b> <ul style="list-style-type: none"> <li>Describe what constitutes a sunny day, and note the characteristics (blue sky, no rain, sunshine).</li> <li>Recognize when the wind is blowing. Recognize the effects of wind (leaves rustling, branches blowing down, flag waving).</li> </ul> |
| <b>K.ESS.1.c</b> Observe weather patterns of the seasons.                                             |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                            |



## PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

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|                              | <p><b>Complexity A</b></p> <ul style="list-style-type: none"><li>• Know that wind is moving air.</li><li>• Describe that the earth is surrounded by air.</li><li>• Map weather patterns for a month recording precipitation and temperature. Was it windy? Did it rain today? Was it hot or cold? Do I need a sweater to go outside? Do I need an umbrella?</li><li>• Identify seasons that occur in children’s literature.</li></ul> | <p><b>Complexity B</b></p> <ul style="list-style-type: none"><li>• List the characteristics of the weather for each season. In summer it is hot and sometimes rainy. The sun is out for a long time each day. In spring it is really rainy. In fall, the leaves change color and fall off the trees. In the winter there can be snow and ice.</li><li>• Relate holidays to the seasons when they occur (e.g., New Year’s Eve in winter, Fourth of July in summer).</li><li>• Relate activities to the different seasons (e.g., planting flowers in the spring, swimming in the summer, picking apples in the fall, sledding in the winter)</li><li>• Identify what happens before it storms (e.g., sky gets dark, temperature drops, wind increases).</li><li>• Describe what constitutes a rainy day, and note the characteristics (cloudy, dark or gray skies, lots of precipitation, little sunshine).</li></ul> | <p><b>Complexity C</b></p> <ul style="list-style-type: none"><li>• Describe what constitutes a sunny day, and note the characteristics (blue sky, no rain, sunshine).</li><li>• Recognize when the wind is blowing. Recognize the effects of wind (leaves rustling, branches blowing down, flag waving).</li></ul> |
| <b>POWER OBJECTIVE #2</b>    | <b>Explain that the moon, sun, and stars are visible at different times of the day or night.</b>                                                                                                                                                                                                                                                                                                                                      | <b>Explain that the moon, sun, and stars are visible at different times of the day or night.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                    |
| <b>SUPPORTING INDICATORS</b> | <b>K.ESS.2.a Understand that the moon, sun, and stars appear in different positions at different times of the day or night.</b>                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                    |
|                              | <b>Complexity A</b>                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Complexity B</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Complexity C</b>                                                                                                                                                                                                                                                                                                |



## PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

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|                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Use media to illustrate the motion of the sun and the stars over a period of time.</li> <li>• Record and describe when and where you see the moon for a month. Note that the moon can sometimes be seen during the day.</li> <li>• Describe that the pattern of stars looks different at different times of the night and in different seasons.</li> <li>• Describe that the moon appears in different places in the sky at different times.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Describe that the moon looks different on different nights (e.g., crescent, full moon, half moon).</li> <li>• Identify pictures (e.g., from children's literature) that show various times of day (e.g., lunchtime, bedtime).</li> <li>• Track the sun across the sky during a day noticing how its position changes. Recognize that the sun is highest in the sky in the middle of the day.</li> <li>• Record what can be seen in the daytime sky (sun, sometimes the moon) and the nighttime sky (stars, sometimes the moon).</li> </ul> | <ul style="list-style-type: none"> <li>• Identify pictures that show nighttime and daytime.</li> <li>• Describe what is daytime (light) and what is nighttime (dark).</li> </ul>                            |
| <p><b>K.ESS.2.b</b> Understand the sun's position in the sky appears to change in a single day and from season to season. Stars are visible at night, some are visible in the evening or morning and some are brighter than others.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                             |
|                                                                                                                                                                                                                                         | <p><b>Complexity A</b></p> <ul style="list-style-type: none"> <li>• Use media to illustrate the motion of the sun and the stars over a period of time.</li> <li>• Record and describe when and where you see the moon for a month. Note that the moon can sometimes be seen during the day.</li> <li>• Describe that the pattern of stars looks different at different times of the night and in different seasons.</li> <li>• Describe that the moon appears in different places in the sky at different times.</li> </ul> | <p><b>Complexity B</b></p> <ul style="list-style-type: none"> <li>• Describe that the moon looks different on different nights (e.g., crescent, full moon, half moon).</li> <li>• Identify pictures (e.g., from children's literature) that show various times of day (e.g., lunchtime, bedtime).</li> <li>• Track the sun across the sky during a day noticing how its position changes. Recognize that the sun is highest in the sky in the middle of the day.</li> </ul>                                                                                                         | <p><b>Complexity C</b></p> <ul style="list-style-type: none"> <li>• Identify pictures that show nighttime and daytime.</li> <li>• Describe what is daytime (light) and what is nighttime (dark).</li> </ul> |



## PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

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|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>Record what can be seen in the daytime sky (sun, sometimes the moon) and the nighttime sky (stars, sometimes the moon).</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                  |
| STRAND                                              | PHYSICAL SCIENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Report Card Language                                                                                                                                                                                                             |
| TOPIC: Properties of Everyday Objects and Materials |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |
| POWER OBJECTIVE #3                                  | Describe, sort and compare objects by the properties of the materials from which they are made.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Describe, sort and compare objects.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                  |
| SUPPORTING INDICATOR                                | K.PS.1.a Understand that objects have certain properties (e.g., color, size, shape, temperature, odor, texture, flexibility).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                  |
|                                                     | <p><b>Complexity A</b></p> <ul style="list-style-type: none"><li>Track the measurement of something over time (height of a plant, temperature over the school year) in standard or nonstandard units; display the data in a chart or graph.</li><li>Use nonstandard units to measure (marks on a dowel to measure the depth of snow, number of paperclips to balance an object, number of straws wide the table is).</li><li>Describe which attribute would be most appropriate for comparing a given set of objects.</li><li>Recognize that there is more than one way to sort the same group of object.</li></ul> | <p><b>Complexity B</b></p> <ul style="list-style-type: none"><li>Dictate or write a description of an object, including as many attributes as possible.</li><li>Handle a variety of materials to compare their textures and flexibilities (e.g., cotton, wool, wood, bark, clay, metal, glass).</li><li>Use a magnifying glass to look at details of objects; describe what is seen.</li><li>Smell a variety of substances that have detectable odors (e.g., perfume, flowers, lemons, pine needles, vanilla); describe the smells, recognizing that smells vary and that smell can help identify a substance.</li></ul> | <p><b>Complexity C</b></p> <ul style="list-style-type: none"><li>Given a group of objects, sort them by shape.</li><li>Given a group of objects, sort them by color.</li><li>Given two objects, choose the larger one.</li></ul> |



## PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

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|                              | <ul style="list-style-type: none"> <li>• Compare two objects using a property (this one is heavier, this one is hotter; this one is rougher, this one is more flexible). This may include objects under a magnifying glass.</li> </ul>                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Given a set of objects, arrange them from largest to smallest.</li> <li>• Compare the temperature of two cups of water (cool, warm) by touching with a finger.</li> </ul>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                              |
| <b>POWER OBJECTIVE #4</b>    | <b>Explore and describe how sound energy and vibration produce sound.</b>                                                                                                                                                                                                                                                                                                                                                                                   | <b>Explore and describe how sound energy and vibration produce sound.</b>                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                              |
| <b>SUPPORTING INDICATORS</b> | <b>K.PS.2.a</b> Explore how sounds are made (e.g., tapped, plucked, blown into).                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                              |
|                              | <b>Complexity A</b> <ul style="list-style-type: none"> <li>• Suggest adjustments to make the instruments change pitch; try the adjustments and report/record results.</li> <li>• Construct homemade instruments.</li> <li>• Recognize that vibrations are associated with sound (e.g., watch rice on the surface of a drum, watch video of a vibrating string on an instrument, hit a cymbal or triangle and place it in a bowl of still water).</li> </ul> | <b>Complexity B</b> <ul style="list-style-type: none"> <li>• Listen to sounds; predict whether they were made by tapping, blowing, or plucking.</li> <li>• Blow on a whistle, wind instrument, or bottle and compare the sounds.</li> <li>• Pluck different lengths of the same material and compare the sounds (higher, lower).</li> <li>• Listen to sounds; describe them has high or low.</li> <li>• Pluck a rubber band and a guitar string and describe the sounds.</li> </ul> | <b>Complexity C</b> <ul style="list-style-type: none"> <li>• Describe what happens if you tap harder (gets louder).</li> <li>• Tap on a variety of objects (or listen while they are tapped); describe the different sounds made.</li> </ul> |
|                              | <b>K.PS.2.b</b> Investigate how a wide variety of sounds can be made with the same object.                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                              |
|                              | <b>Complexity A</b> <ul style="list-style-type: none"> <li>• Suggest adjustments to make the instruments change pitch; try the adjustments and report/record results.</li> <li>• Construct homemade instruments.</li> <li>• Recognize that vibrations are associated with sound (e.g., watch</li> </ul>                                                                                                                                                     | <b>Complexity B</b> <ul style="list-style-type: none"> <li>• Listen to sounds; predict whether they were made by tapping, blowing, or plucking.</li> <li>• Blow on a whistle, wind instrument, or bottle and compare the sounds.</li> </ul>                                                                                                                                                                                                                                         | <b>Complexity C</b> <ul style="list-style-type: none"> <li>• Describe what happens if you tap harder (gets louder).</li> <li>• Tap on a variety of objects (or listen while they are tapped); describe the different sounds made.</li> </ul> |



## PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

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|                                                               | <p><i>rice on the surface of a drum, watch video of a vibrating string on an instrument, hit a cymbal or triangle and place it in a bowl of still water).</i></p>                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• <i>Pluck different lengths of the same material and compare the sounds (higher, lower).</i></li><li>• <i>Listen to sounds; describe them has high or low.</i></li><li>• <i>Pluck a rubber band and a guitar string and describe the sounds.</i></li></ul>                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                |
|                                                               | <p><b>K.PS.2.c</b> <i>Understand that the pitch of sound can be changed by changing how fast an object vibrates.</i></p>                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                |
|                                                               | <p><b>Complexity A</b></p> <ul style="list-style-type: none"><li>• <i>Suggest adjustments to make the instruments change pitch; try the adjustments and report/record results.</i></li><li>• <i>Construct homemade instruments.</i></li><li>• <i>Recognize that vibrations are associated with sound (e.g., watch rice on the surface of a drum, watch video of a vibrating string on an instrument, hit a cymbal or triangle and place it in a bowl of still water).</i></li></ul> | <p><b>Complexity B</b></p> <ul style="list-style-type: none"><li>• <i>Listen to sounds; predict whether they were made by tapping, blowing, or plucking.</i></li><li>• <i>Blow on a whistle, wind instrument, or bottle and compare the sounds.</i></li><li>• <i>Pluck different lengths of the same material and compare the sounds (higher, lower).</i></li><li>• <i>Listen to sounds; describe them has high or low.</i></li><li>• <i>Pluck a rubber band and a guitar string and describe the sounds.</i></li></ul> | <p><b>Complexity C</b></p> <ul style="list-style-type: none"><li>• <i>Describe what happens if you tap harder (gets louder).</i></li><li>• <i>Tap on a variety of objects (or listen while they are tapped); describe the different sounds made.</i></li></ul> |
| <b>STRAND</b>                                                 | <b>LIFE SCIENCE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Report Card Language</b>                                                                                                                                                                                                                                    |
| <b>TOPIC: Physical and Behavioral Traits of Living Things</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                |
| <b>POWER OBJECTIVE #5</b>                                     | <b>Describe the specific characteristics and traits of living things.</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Describe the specific characteristics and traits of living things.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                |
| <b>SUPPORTING INDICATOR</b>                                   | <p><b>K.LS.1.a</b> <i>Discuss how living things grow and reproduce and that living things are found worldwide.</i></p>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                |
|                                                               | <p><b>Complexity A</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Complexity B</b></p> <ul style="list-style-type: none"><li>• <i>Recognize that living things come from other living things (e.g.,</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Complexity C</b></p>                                                                                                                                                                                                                                     |



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|                      | <ul style="list-style-type: none"><li>• Recognize that all living things grow, reproduce, require energy, respond to stimuli.</li><li>• Describe how a plant responds to a stimulus (e.g., bends toward light, loses leaves in the fall).</li><li>• Describe how an animal responds to a stimulus (e.g., a fish in an aquarium responds to food, a dog comes when called).</li></ul>                           | <p>seeds grow new plants, eggs hatch, cats have baby kittens).</p> <ul style="list-style-type: none"><li>• Describe that plants and animals grow during their lifetime (change from seedlings to mature plants, or babies to adult animals).</li><li>• Recognize that plants need light to grow.</li><li>• Recognize that animals need to eat in order to stay alive.</li></ul>                                               | <ul style="list-style-type: none"><li>• Name some plants that are in the school or home environment (e.g., grass, tree, flowers).</li><li>• Name some animals that are in the school or home environment (e.g., dog, cat, worm, insects, fish).</li></ul> |
| POWER OBJECTIVE #6   | Observe and explain how living things have physical traits and behaviors which influence their survival.                                                                                                                                                                                                                                                                                                       | Observe and explain how living things have traits and behaviors which influence their survival.                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |
| SUPPORTING INDICATOR | <p><b>K.LS.2.a</b> Discuss that living things are made of a variety of structures. Some traits can be observable structures. Because of those parts, living things can do specific things (e.g., dogs have eyes for seeing, teeth for chewing, and legs for moving, trees have roots to collect nutrients and bark to protect the tree ). Some of these structures and behaviors influence their survival.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |
|                      | <p><b>Complexity A</b></p> <ul style="list-style-type: none"><li>• Compare physical traits and characteristics of various living things.</li><li>• Identify specific traits and characteristics of a given set of living things.</li></ul>                                                                                                                                                                     | <p><b>Complexity B</b></p> <ul style="list-style-type: none"><li>• Determine how various physical traits and characteristics of living things help them to survive.</li><li>• Identify physical traits that help living things to perform various functions (e.g., birds have wings so they can fly, dogs have fur to keep them warm, trees have trunks to support their branches, plants have roots to get water).</li></ul> | <p><b>Complexity C</b></p> <ul style="list-style-type: none"><li>• Observe physical traits and characteristics of various living things.</li></ul>                                                                                                        |
| STRAND               | SCIENCE INQUIRY AND APPLICATIONS                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                               | Report Card Language                                                                                                                                                                                                                                      |



## PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

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| POWER<br>OBJECTIVE #7        | Proficiently apply the scientific<br>inquiry processes.                                     | Proficiently apply the scientific<br>inquiry processes. |
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| <i>SUPPORTING INDICATORS</i> | <i>K.SI.1.a Observe and ask questions about the natural environment.</i>                    |                                                         |
|                              | <i>K.SI.1.b Plan and conduct simple investigations.</i>                                     |                                                         |
|                              | <i>K.SI.1.c Employ simple equipment and tools to gather data and extend the senses.</i>     |                                                         |
|                              | <i>K.SI.1.d Use appropriate mathematics with data to construct reasonable explanations.</i> |                                                         |
|                              | <i>K.SI.1.e Communicate about observations, investigations and explanations.</i>            |                                                         |
|                              | <i>K.SI.1.f Review and ask questions about the observations and explanations of others.</i> |                                                         |