| SCIENTIFIC INQUIRY AND KNOWLEDGE | |
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| Kindergarten | |
| **Standard 1: Science Concepts** | |
| | Make connections showing how the concepts of matter and energy; change, cause and effect; and structure and function can be observed across the science domains. |
| a. | Describe patterns of what plants and animals (including humans) need to survive. |
| b. | Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. |
| c. | Use and share observations of local weather conditions to describe patterns over time. |
| d. | Make observations to determine the effect of sunlight on Earth's surface. |
| e. | Understand the purpose of weather forecasting to prepare for different types of weather. |
| f. | Share how plants and animals (including humans) can change the environment to meet their needs. |
| g. | Acknowledge the impact of humans on the land, water, air, and/or other living things in the local environment. |
| h. | Evaluate the effects of different strengths or different directions of pushes and pulls on the motion of an object. |
| **Standard 2: Scientific Practices** | |
| | Design investigations that generate data to provide evidence that supports claims they make about phenomena. |
| | **Performance Indicators:** |
| a. | Questioning: Identify and ask a question based on observations. |
| b. | Variables: Recognize there is a cause that results in an observed phenomenon. |
| c. | Making Hypotheses: Make a prediction. |

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| d. | Carrying Out Investigations: With guidance, participate in an investigation to collect data/observations in collaboration with peers. |
| e. | Designing Investigations: With guidance, design/revise an investigation to collect data/observations in collaboration with peers. |
| f. | Analyzing Data: Share observations. |
| **Standard 3: Engineering** | |
| | Engage in an iterative cycle of design to develop solutions to human problems. |
| | **Performance Indicators:** |
| a. | Engineering Design Process: Given a problem, develop a possible solution. |
| b. | Criteria and Constraints: Use given materials to solve a problem. |
| c. | Designing a Solution: Develop a simple sketch, drawing, or model of a possible solution. |
| d. | Analyze Design Solutions: Share how well a solution worked. |
| e. | Evaluate Solutions: Share strengths and weaknesses of design solutions. |