Kindergarten SEEd Standards Crosswalk

Uintah School District
"Success for Every Student"

SEEd Standards Crosswalk
Kindergarten

This crosswalk compares the old Utah science core standards to the SEEd standards as well as the NGSS.

- The NGSS is provided in order to make lesson plan searches via search engines easier.
- The title of the middle column is a link to the SEEd standards document for reference.

➢ Blue text indicates new material for this grade level.
➢ Text highlighted in yellow indicates material that was previously in this grade level but is now found in a different grade level.

Old Utah Science Core Standards	SEEd Standards	NGSS
K-2-3: Compare changes in weather over time.	K.1.1	K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
Weather forecasting is not currently discussed in the K-2 Utah Science Standards	K.1.2	K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
Sunlight's effect on Earth is not currently discussed in the K-2 Utah Science Standards	K.1.3	K-PS3-1: Make observations to determine the effect of sunlight on Earth's surface
Sunlight's effect on Earth is not currently discussed in the K-2 Utah Science Standards	K.1.4	K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
K-4-1: Investigate living things.	K.2.1	K-LS1-1: Use observations to describe patterns of what

Kindergarten SEEd Standards Crosswalk

Uintah School District
"Success for Every Student"

		plants and animals (including humans) need to survive.
Organisms and needs for survival are not currently discussed in the K-2 Utah Science Standards	K.2.2	K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
Organisms affecting their environment are not currently discussed in the K-2 Utah Science Standards	K.2.3	K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
Impact on environment is not currently discussed in the K-2 Utah Science Standards	K.2.4	K-ESS3-3: Communicate solutions that will reduce the impact of humans on land, water, air, and/or other living things in the local environment.
K-3-1: Identify how non-living things move.	K.3.1	K-PS2-1: 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.
Push and pull forces are not currently discussed in the K-2 Utah Science Standards	K.3.2	K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
K-2-2: Observe and describe changes in day and night.	Day and night relationships are found in SEEd 1st Grade (1.1.2)	1-ESS1-2: Make observations at different times of the year related to the amount of daylight to the time of year.
K-2-1: Investigate non-living things.	Non-living things are found in SEEd 2nd Grade (2.3.1)	2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
K-4-2: Describe the parts of living things.	Parts of living things are found in SEEd 2nd Grade (2.2.4)	1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Kindergarten SEEd Standards Crosswalk

Uintah School District
"Success for Every Student"

Shifts in the way the SEEd standards are written dispersed the following old Utah core standards into several new standards.		
Old Utah Science Core Standards	SEEd Standards	NGSS
K-1-1: Generating Evidence: Using the processes of scientific investigation K-1-2: Communicating Science: Communicating effectively using science language and reasoning K-1-3: Knowing in Science: Understanding the nature of science	*Nature of Science is part of the Science/Engineering Practices and Crosscutting Concepts found in every Utah SEEd Standard*	*Nature of Science is part of the Science/Engineering Practices and Crosscutting Concepts found in every NGSS Standard*
Shifts in the way the SEEd standards are written brought engineering design principles into the SEEd standards below.		
Old Utah Science Core Standards	SEEd Standards	NGSS
Engineering a design solution is not currently discussed in the K-2 Utah Science Standards	*Engineering is integrated into content standards for a stronger application use by students.* *The following Kindergarten SEEd standards incorporate engineering design principles into their wording:* *K.1.3*	K-2-ETS1-1: 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. K-2-ETS1-2: 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. K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the

Kindergarten SEEd Standards Crosswalk

Uintah School District
"Success for Every Student"

	K.1.4 *K.3.2*	strengths and weaknesses of how each performs.