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| 1. The Practice of Science | SC.K.N.1.1 Collaborate with a partner to collect information. (Low) | • Know that a **team** is two to four **partners** working together to collect information.  
• Participate in a team.  
• Perform a role in a team.  
• Share materials/supplies with your partners.  
• Take turns with your partners. |
|  | SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses. (Moderate) | • Know that **observations** are something you notice with your **senses**.  
• See, smell, feel, touch and/or taste (*with permission) different objects or substances.  
• Name which sensory organ(s) are used to make each type of observation. (**Record them in a table**). |
|  | SC.K.N.1.3 Keep records as appropriate -- such as pictorial records -- of investigations conducted. (Moderate) | • **Use a science notebook to record** **qualitative** and **quantitative** observations (**data**).  
• **Record data** in tables.  
• **Match structures to function**, **causes to effects**, **terms to meanings**, and **claims to evidence**. |
|  | SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features. (High) | • **Draw** and objects and label its parts (**add measurements and a title**).  
• **Label a diagram** with the terms from a word bank. |
|  | SC.K.N.1.5 Recognize that learning can come from careful observation. (Moderate) | • **Know that scientist learn about the world by making observations and measurements** (**using tools**).  
• **Use scientific tools** (**lab equipment**) to make **accurate** and **precise** (**empirical**) observations.  
• **Record measurements** with **units**. |
| 5. Earth in Space and Time | SC.K.E.5.1 Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up. (Moderate) | • **Know that gravity** is a **force** that pulls objects toward each other.  
• Investigate what happens to objects dropped from a place above the ground. **Record which way they fall**.  
• **Observe what happens to objects thrown up into the sky**. **Record which way they fall**. |
|  | SC.K.E.5.2 Recognize the repeating pattern of day and night. (Low) | • **Know that time** is a measure of how long it takes an object to move in a certain distance.  
• **Know that a day** is the time it takes a planet (**Earth**) to make one turn (**rotate**) on it axis. (**One Earth day is about 24 hours**).  
• **Track the hours of day-light and night** (**dark**). **Record how the hours changes** (more/less).  
• **Track and record the time of day that the sun rises and sets** over a month. **Describe how the times change**.  
• **Know that a pattern** is the way something repeats itself over a period of time. |
|  | SC.K.E.5.3 Recognize that the **sun** can only be seen in the daytime. (Low) | • **Know that the sun** is a **star** (**that makes its own light and heat**).  
• **Observe what space objects can be seen in the day time sky**. (**Usually sun and sometimes the moon**). |
### Grade K Break Down of Standards FY1516

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| SC.K.E.5.4 | Observe that sometimes the moon can be seen at night and sometimes during the day. (Moderate) | - Know that the **moon** is a small, round object in space that circles (revolves) around the Earth.  
- Record the dates (days) that the moon is visible in the night sky over a month.  
- Record the dates the moon is also visible in the day time sky over the same month. |
| SC.K.E.5.5 (continued) | Observe that things can be big and things can be small as seen from Earth. (High) | - Know that **space** (outer space) is the area in all directions beyond the Earth.  
- Know other objects are also visible in the night sky (stars and planets).  
- Know that a **planet** is a large object in space that circles (revolves) around the sun.  
- Know that **Earth** is a planet (third from the sun in our solar system); the planet we live on.  
- Compare which objects in outer space look different (some bigger others smaller, some different colors, some twinkle) as viewed from the Earth. |
| SC.K.E.5.6 | Observe that some objects are far away and some are nearby as seen from Earth. (High) | - Know that objects in space are not always as large or small as they appear.  
- Investigate why some objects look bigger than others objects as seen from the same place. |
| SC.K.P.8.1 | Sort objects by observable properties, such as size, shape, color, **temperature** (hot or cold), weight (heavy or light) and texture. (Moderate) | - Know that a **property** is a characteristic (quality) of matter.  
- Know that a **physical property** is a characteristic of matter that can be observed.  
- Identify the physical properties of a variety of different objects/substances (solids, liquids, gases).  
- Know that a **thermometer** is a tool used to measure temperature.  
- Use a thermometer to measure how hot or cold two objects are compared to each other. Record the degree and unit of measure.  
- Know that **temperature** is a measure of how hot or cold something is.  
- Use a balance scale to measure how much one object weighs compared to another. Measure and record the mass and/or weight of the objects.  
- Sort (classify) objects with similar physical properties into groups. |
| SC.K.P.9.1 | Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. (Low) | - Know that a **physical change** is a change in a property of matter.  
- Investigate different ways to physically change the shape of an object (substance).  
- Record the ways you successfully physically changed the objects. |
| SC.K.P.10.1 | Observe that things that make **sound** vibrate. (Low) | - Know that **vibrations** are a back and forth motion that causes sound.  
- Know that **sound** is a form of energy.  
- Investigate different ways musical instruments make sounds.  
- Observe the ways different instrument vibrate to make sound. Record how each one vibrates in a table.  
- Compare loud and soft sounds (volume or intensity).  
- Compare high and low sounds (pitch). |

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| Motion of Objects | SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc.  
(High) |
|-------------------|------------------------------------------------------------------------------------------------|
|                    | • Know that when an object moves it changes its position.  
• Investigate different ways objects move.  
• Record what caused the objects motion, a push or a pull. |
| Forces and Changes | SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving.  
(Low) |
|                    | • Know that a force is a push or pull.  
• Identify which force causes an object to move. |
| Organization and Development of Living Things | SC.K.L.14.1 Recognize the five senses and related body parts. |
|                    | • Know that your senses are what you use to make observations; the five senses are seeing, hearing, smelling, tasting, and touching.  
• Investigate and record the parts of your body that smells different odors; feels different textures; hears different sounds; see different colors and shapes; or tastes different flavors (with permission).  
• Know that your five sense organs are eyes, ears, nose, mouth, and hands.  
• Match each sense organ with its function. Record it in a structure and function table. |
|                    | SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. |
|                    | • Know that a characteristic is a quality that describes a living thing or an object.  
• Know that a behavior is something an organism does to get the things it needs to live.  
• Know that an organism is a living thing (plant or animal).  
• Site passages in a text that describe organisms doing things they cannot do in real life.  
• Collect pictures or cartoons that show organisms doing things they do not do in real life. |
|                    | SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.  
(Moderate) |
|                    | • Know that a structure of a living thing is a part of their body.  
• List the structures plants and/or animals have in common.  
• Know that the function is what each structure does to help it survive (stay alive to reproduce offspring).  
• Record the function of each structure.  
• Sort (group) organisms by similar structures into groups.  
• Describe and record the attributes (structures and behaviors) of each group.  
• Understand that a living things form usually determines its function and that a change in a structure affects the things they do. |