Kindergarten Science Alignment Record Science GLCE v.12.07

GLCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
ience ocesses	**Inquiry Process**			
atement [P.E.1	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.			
P.00.11	Make purposeful observation of the natural world using the appropriate senses.	**Trees** Investigation 3, Parts 1-9, pp. 10-38	senses	AIMS – "Sense-Able Science" "About Me" Big book "Sorting" Big Book
P.00.12	Generate questions based on observations.	**Animals Two by Two** Investigation 2, Parts, 1–4, pp. 9-24	science	
P.00.13	Plan and conduct simple investigations.	**Fabric** Investigation 2, Part 1–3, pp. 7-21	scientist	
P.00.14	Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection.	**Trees** Investigation 1, Part 7, pp. 31–35		
P.00.15	Make accurate measurements with appropriate (non-standard) units for the measurement tool.	**Trees** Investigation 3, Math Extension, p. 39		
P.00.16	Construct simple charts from data and observations.	**Animals Two by Two** Investigation 3, Language Extension, p. 21		
ience ocesses	**Inquiry Analysis and Communication**			
atement [A.E.1	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.			"How do we Learn" Big Book
A.00.12	Share ideas about science through purposeful conversation.	**Fabric** Investigation 2, Part 1–4, pp. 7-25		
A.00.13	Communicate and present findings of observations.	**Trees** Investigation 1, Part 7, pp. 31-34		
A.00.14	Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).	**Fabric** Investigation 1, Part 1–4, pp. 8- 23		

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ience ocesses	**Reflection and Social Implications**			
atement RS.E.1	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.		observation science scientist	
RS.00.11	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.	**Trees** Investigation 1, Parts 3-6, pp. 20-30 Investigation 2, Parts 3-6, pp. 16-28		
ysical ience	**Force and Motion**			
atement FM.E.1	A position of an object can be described by locating the object relative to other objects or a background. The description of the motion of an object from one observer's view may be different from that reported from a different observer's view.		pushing pulling	"Where Is It?" Big Book "Matter" Big Book
FM.00.11	Compare the position of an object (for example: above, below, in front of, behind, on) in relation to other objects around it.	**Animals Two by Two** Investigation 1, Part 1, pp. 10-16 Investigation 3, Part 1, pp. 8-12		
FM.00.12	Describe the motion of an object (for example: away from or closer to) from different observers' views.	**Animals Two by Two** Investigation 1, Part 3, pp. 22-25 Investigation 3, Part 4, pp. 25-27		
atement FM.E.2	Gravity- Earth pulls down on all objects with a force called gravity. With very few exceptions, objects fall to the ground no matter where the object is on the Earth.			
FM.00.21	Observe how objects fall toward the earth.	**Trees** Investigation 2, Part 1, pp. 6-9 Investigation 3, Part 1, pp. 10-11		
atement FM.E.3	Force- A force is either a push or a pull. The motion of objects can be changed by forces. The size of the change is related to the size of the force. The change is also related to the weight (mass) of the object on which the force is being exerted. When an object does not move in response to a force, it is because			

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	another force is being applied by the environment.			
FM.00.31	Demonstrate pushes and pulls.	**Fabric** Investigation 1, Part 4–6, pp. 20- 33		
FM.0.32	Observe that objects initially at rest will move in the direction of the push or pull.	**Fabric** Investigation 1, Part 4–6, pp. 20- 33		
FM.00.33	Observe how pushes and pulls can change the speed or direction of moving objects.	**Fabric** Investigation 1, Part 4–6, pp. 20- 33		
FM.00.34	Observe how shape (for example: cone, cylinder, sphere), size, and weight of an object can affect motion.	**Fabric** Investigation 1, Part 6, pp. 29- 33		
fe ience	**Organization of Living Things**			
atement OL.E.1	Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.		food habitat insect	"Animals" Big Book "Plants" Big Book
OL.00.11	Identify that living things have basic needs.	**Animals Two by Two** Investigation 1, Part 2, pp. 17-21, Investigation 2, Part 1, pp. 9-13, Investigation 3, part1, pp. 8-13		
OL.00.12	Identify and compare living and nonliving things.	**Trees** Investigation 1, Parts 1-8, pp. 7-37 Investigation 3, Parts 1-3, pp. 10-18		
rth ience	**Solid Earth**			
atement SE.E.1	Earth Materials- Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.		air soil water	"Sky" Big Book "Weather" Big Book"
SE.00.11	Identify Earth materials (air, water, soil) that are used to grow plants.	**Trees** Investigation 1, Part 2, 8, pp. 13-19, 35-37 Investigation 3, Part 7, pp. 29-31 Science Stories, pp. 9-15		