

## SKILLS MAPPING

SUBJECT Science

GRADE K

<b>Timetable</b>	<b>Topic</b>	<b>Content</b>	<b>Skills</b>	<b>Performance Objective</b>	<b>Assessment</b>
4 weeks	<b><u>Physical Setting</u> Beginnings (K)/Properties (L)</b>	Five senses  Nutrition	Students will sort & classify by senses.  Students will sort & classify by food groups.	S.I. 1.3.1 organize observations and measurements of objects and events through classification and the preparation of simple charts and tables	Written performance  Oral performance
2 weeks	<b><u>Physical setting</u> Waterplay (L)</b>	Buoyancy  Water cycle	Students will sort & classify objects according to their buoyancy.  Students will predict the buoyancy of a given object.  Students will verbally communicate the water cycle.	4.3.1 observe and describe the properties of materials using appropriate tools.  4.2.1 describe the relationships among air, water and land on earth.	Lab performance  Written performance  Oral performance

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8 weeks	<u>Physical Setting</u> Seasons (c)	Seasonal changes Temperature Weather Signs of....	Students will observe and graph the weather daily.	4.1.1 describe patterns of daily, monthly and seasonal changes in their environment.	Oral performances  Written performances
1 week	<u>Physical setting</u> Forces (C)	Magnets (introduction)	Students will observe and explore magnets.	4.5.1 describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forced.	Lab performance  Written performance  Oral performance

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8 weeks	<u>Living Environment</u> Sun & Shadows	Shadows	Can identify a shadow	S.I 1.1 ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.  S.I 1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings.	Oral performances  Written performances

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1 week	<b><u>Living Environment</u> Classroom plants (K)</b>	Plants	Students will....  identify needs for a plant to grow  identify/label the four parts of a plant	LE 4.1.2 describe the life processes common to all living things	Lab performance  Written performance  Oral performance

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2 weeks	<u>Living Environment</u> Life Cycles (C)	Tadpole to Frog  Living and Nonliving	Identify the parts of the Frog Life Cycle  Observe and discuss characteristics of living and nonliving	4.1.2 Describe the life processes common to all living things  4.1.1 Describe the characteristics of and variations between living and nonliving things	Oral performances  Written performances

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10 weeks	<u>Living Environment</u> Animals (C)	Animals Zoo Farm Domestic Wild	Students will.... Identifying/matching parents and babies  Identify/communicate the seasonal habits of animals	1.2 Describe the life processes common to all living things  2.1 Recognize that traits of living things are both inherited and acquired or learned  2.2 Recognize that for humans and other living things there is genetic continuity between generations	Lab performance  Written performance/ Benchmark  Oral performance