

Science COS
Indicator Check List

		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Grade Pre-K <u>Standard 1</u></i>					
<i>Earth and Space Sciences</i>					
SC.1.A.PK.1	1. Begin to use terms such as night and day, sun and moon to describe personal observations.				
SC.1.B.PK.2	2. Observe and represent the pattern of day and night through play, art materials or conversation.				
SC.1.B.PK.3	3. Observe, explore, and compare changes that animals and plants cause in their surroundings (e.g., falling leaves, holes left by worms or squirrels).				
SC.1.C.PK.4	4. Explore and compare changes in the environment over time (e.g., leaves changing colors, outdoor temperature, plants growing).				
SC.1.C.PK.5	5. Explore how their actions may cause changes in the environment that are sometimes reversible (e.g., hand in flowing water changes the current) and sometimes irreversible (e.g., picked flowers wilt and die).				
SC.1.C.PK.6	6. Demonstrate understanding of fast and slow relative to time, motion and phenomena (e.g., ice melting, plant growth).				
SC.1.C.PK.7	7. Observe and use language or drawings to describe changes in the weather (e.g., sunny to cloudy day).				

<i>Grade Pre-K <u>Standard 2</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Life Sciences</i>					
SC.2.A.PK.1	1. Identify common needs (e.g., food, air water) of familiar living things.				
SC.2.A.PK.2	2. Begin to differentiate between real and pretend through stories, illustrations, play and other media (e.g., talking flowers or animals).				
SC.2.B.PK.3	3. Observe and begin to recognize the ways that environments support life by meeting the unique needs of each organism (e.g., plant/soil, birds/air, fish/water).				
SC.2.C.PK.4	4. Match familiar adult family members, plants and animals with their young (e.g., horse/colt, cow/calf).				
SC.2.C.PK.5	5. Recognize physical differences among the same class of people plants or animals (e.g., dogs come in many sizes and colors).				

Science COS
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<i>Grade Pre-K <u>Standard 3</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Physical Sciences</i>					
SC.3.A.PK.1	1. Explore and identify parts and wholes of familiar objects (e.g., books, toys, furniture).				
SC.3.A.PK.2	2. Explore and compare materials that provide many different sensory experiences (e.g., sand, water, wood).				
SC.3.A.PK.3	3. Sort familiar objects by one or more property (e.g., size, shape, function).				
SC.3.B.PK.4	4. Demonstrate understanding of motion related words (e.g., up, down, fast, slow, rolling, jumping, backward, forward).				
SC.3.B.PK.5	5. Explore ways of moving objects in different ways (e.g., pushing, pulling, kicking, rolling, throwing, dropping).				
SC.3.C.PK.6	6. Explore musical instruments and objects and manipulate one's own voice to recognize the changes in the quality of sound (e.g., talks about loud, soft, high, low, fast, slow).				
SC.3.C.PK.7	7. Explore familiar sources of the range of colors and the quality of light in the environment (e.g., prism, rainbow, sun shadow).				

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<i>Grade Pre-K <u>Standard 4</u></i>					
<i>Science and Technology</i>					
SC.4.A.PK.1	1. Identify the intended purpose of familiar tools (e.g., scissors, hammer, paintbrush, cookie cutter).				
SC.4.A.PK.2	2. Explore new uses for familiar materials through play, art or drama (e.g., paper towel rolls as kazoos, pan for a hat).				
SC.4.B.PK.3	3. Use familiar objects to accomplish a purpose, complete a task or solve a problem (e.g., using scissors to create paper tickets for a puppet show, creating a ramp for a toy truck).				
SC.4.B.PK.4	4. Demonstrate the safe use of tools such as scissors, hammers, writing utensils, with adult guidance.				

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<i>Grade Pre-K <u>Standard 5</u></i>		<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Fourth Quarter</i>
<i>Scientific Inquiry</i>					
SC.5.A.PK.1	1. Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g., ask about how worms eat).				
SC.5.A.PK.2	2. Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., “Where does hail come from?”).				
SC.5.A.PK.3	3. Predict what will happen next based on previous experiences (e.g., when a glass falls off the table and hits the tile floor, it most likely will break).				
SC.5.A.PK.4	4. Investigate natural laws acting upon objects, events, and organisms (e.g., repeatedly dropping objects to observe the laws of gravity, observing the life cycle of insects).				
SC.5.B.PK.5	5. Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose (e.g., to record, classify, compare, talk about).				
SC.5.B.PK.6	6. Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools).				
SC.5.C.PK.7	7. Begin to make comparisons between objects or organisms based on their characteristics (e.g., animals with four legs, smooth and rough rocks).				
SC.5.C.PK.8	8. Record or represent and communicate observations and findings through a variety of methods (e.g., pictures, words, graphs, dramatizations) with assistance.				

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<i>Grade Pre-K Standard 6</i>					
<i>Scientific Ways of Knowing</i>					
SC.6.A.PK.1	1. Offer ideas and explanations (through drawings, emergent writing, conversation, movement) of objects, organisms and phenomena, which may be correct or incorrect.				
SC.6.B.PK.2	2. Recognize the difference between helpful and harmful actions toward living things (e.g., watering or not watering plants).				
SC.6.C.PK.3	3. Participate in simple, spontaneous scientific explorations with others (e.g., digging to the bottom of the sandbox, testing materials that sink or float).				