**Kindergarten Sunshine State Standards – Science**

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| **The Practice of Science** | |
| **Benchmark** | **BIG IDEA 1: The Practice of Science**  **A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.**  **B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."**  **C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.**  **D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.** |
| **SC.K.N.1.1** | **Collaborate with a partner to collect information.** |
| **SC.K.N.1.2** | science ssk (c) melonheadz 13 colored.png**Make observations of the natural world and know that they are descriptors collected using the five senses.** |
| **SC.K.N.1.3** | **Keep records as appropriate -- such as pictorial records -- of investigations conducted.** |
| **SC.K.N.1.4** | **Observe and create a visual representation of an object which includes its major features.** |
| **SC.K.N.1.5** | **Recognize that learning can come from careful observation.** |

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| **Earth in Space and Time** | |
| **Benchmark** | **BIG IDEA 5: Earth in Space and Time**  **Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.** |
| **SC.K.E.5.1** | **Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.** |
| **SC.K.E.5.2** | **Recognize the repeating pattern of day and night.** |
| **SC.K.E.5.3** | **Recognize that the Sun can only be seen in the daytime.** |
| **SC.K.E.5.4** | **Observe that sometimes the Moon can be seen at night and sometimes during the day.** |
| **SC.K.E.5.5** | **Observe that things can be big, and things can be small as seen from Earth.** |
| **SC.K.E.5.6** | **Observe that some objects are far away, and some are nearby as seen from Earth.** |

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| **Properties of Matter** | |
| **Benchmark** | **BIG IDEA 8: Properties of Matter**  **A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.**  **B. Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth.**  **The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.** |
| **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.** |

**Kindergarten Sunshine State Standards - Science**

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| **Changes in Matter** | |
| **Benchmark** | **BIG IDEA 9: Changes in Matter**  **A. Matter can undergo a variety of changes.**  **B. Matter can be changed physically or chemically.** |
| **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.** |

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| **Forms of Energy** | |
| **Benchmark** | **BIG IDEA 10: Forms of Energy**  **A. Energy is involved in all physical processes and is a unifying concept in many areas of science.**  **B. Energy exists in many forms and has the ability to do work or cause a change.** |
| **SC.K.P.10.1** | **Observe that things that make sound vibrate.** |

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| **Motion of Objects** | |
| **Benchmark** | **BIG IDEA 12: Motion of Objects**  **A. Motion is a key characteristic of all matter that can be observed, described, and measured.**  **B. The motion of objects can be changed by forces.** |
| **SC.K.P.12.1** | **Investigate that things move in different ways, such as fast, slow, etc.** |

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| **Forces and Changes in Motion** | |
| **Benchmark** | **BIG IDEA 13: Forces and Changes in Motion**  **A. It takes energy to change the motion of objects.**  **B. Energy change is understood in terms of forces--pushes or pulls.**  **C. Some forces act through physical contact, while others act at a distance.** |
| **SC.K.P.13.1** | **Observe that a push or a pull can change the way an object is moving.** |

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| **Organization and Development of Living Organisms** | |
| **Benchmark** | **BIG IDEA 14: Organization and Development of Living Organisms**  **A. All plants and animals, including humans, are alike in some ways and different in others.**  **B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.**  **C. Humans can better understand the natural world through careful observation.** |
| **SC.K.L.14.1** | **Recognize the five senses and related body parts.** |
| **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.** |
| **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.** |

**Kindergarten Sunshine State Standards – Social Studies**

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| **American History** | |
| **Benchmark** | **Standard 1: Historical Inquiry and Analysis** |
| **SS.K.A.1.1** | **Develop an understanding of how to use and create a timeline.** |
| **SS.K.A.1.2** | **Develop an awareness of a primary source.** |

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| **Benchmark** | **Standard 2: Historical Knowledge** |
| **SS.K.A.2.1** | **Compare children and families of today with those in the past.** |
| **SS.K.A.2.2** | **Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.** |
| **SS.K.A.2.3** | **Compare our nation's holidays with holidays of other cultures.** |
| **SS.K.A.2.4** | **Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.** |
| **SS.K.A.2.5** | **Recognize the importance of U.S. symbols.** |

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| **Benchmark** | **Standard 3: Chronological Thinking** |
| **SS.K.A.3.1** | **Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.** |
| **SS.K.A.3.2** | social studies ssk (c) melonheadz 13 colored.png**Explain that calendars represent days of the week and months of the year.** |

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| **Geography** | |
| **Benchmark** | **Standard 1: The World in Spatial Terms** |
| **SS.K.G.1.1** | **Describe the relative location of people, places, and things by using positional words.** |
| **SS.K.G.1.2** | **Explain that maps and globes help to locate different places and that globes are a model of the Earth.** |
| **SS.K.G.1.3** | **Identify cardinal directions (north, south, east, west).** |
| **SS.K.G.1.4** | **Differentiate land and water features on simple maps and globes.** |

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| **Benchmark** | **Standard 2: Places and Regions** |
| **SS.K.G.2.1** | **Locate and describe places in the school and community.** |
| **SS.K.G.2.2** | **Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.** |

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| **Benchmark** | **Standard 3: Physical System** |
| **SS.K.G.3.1** | **Identify basic landforms.** |
| **SS.K.G.3.2** | **Identify basic bodies of water.** |
| **SS.K.G.3.3** | **Describe and give examples of seasonal weather changes and illustrate how it affects people and the environment.** |

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| **Economics** | |
| **Benchmark** | **Standard 1: Beginning Economics** |
| **SS.K.E.1.1** | **Describe different kinds of jobs that people do and the tools or equipment used.** |
| **SS.K.E.1.2** | **Recognize that United States currency comes in different forms.** |
| **SS.K.E.1.3** | **Recognize that people work to earn money to buy things they need or want.** |
| **SS.K.E.1.4** | **Identify the difference between basic needs and wants.** |

**Kindergarten Sunshine State Standards – Social Studies**

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| **Civics and Government** | |
| **Benchmark** | **Standard 1: Foundations of Government, Law, and the American Political System** |
| **SS.K.C.1.1** | **Define and give examples of rules and laws and why they are important.** |
| **SS.K.C.1.2** | **Explain the purpose and necessity of rules and laws at home, school, and community.** |

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| **Benchmark** | **Standard 2: Civics and Political Participation** |
| **SS.K.C.2.1** | **Demonstrate the characteristics of being a good citizen.** |
| **SS.K.C.2.2** | **Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.** |
| **SS.K.C.2.3** | **Describe fair ways for groups to make decisions.** |



**Kindergarten Sunshine State Standards – Health**

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| **Strand - Health Literacy: Concepts** | | |
| **Benchmark** | **Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.** | **Remarks** |
| **HE.K.C.1.1** | **Recognize healthy behaviors.** | Some examples may include brushing teeth, adequate sleep, cover mouth for cough and sneeze. |
| **HE.K.C.1.2** | **Recognize the physical dimension of health.** | Some examples may include hygiene, exercise, eating habits. |
| **HE.K.C.1.3** | **Recognize ways to prevent common communicable diseases.** | Some examples may include wash hands, cover mouth for cough and sneeze, flush toilets. |
| **HE.K.C.1.4** | **Recognize childhood injuries.** | Some examples may include broken bones, cuts and scrapes, choking. |
| **HE.K.C.1.5** | **Recognize there are body parts inside and outside of the body.** | Some examples may include brain, muscles, skin. |

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| **Benchmark** | **Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** | **Remarks** |
| **HE.K.C.2.1** | **Name healthy behaviors that family members should practice.** | Some examples may include brush teeth, stay home when sick, and receive shots and immunizations. |
| **HE.K.C.2.2** | **Identify members of the school and community that support personal health practices and behaviors.** | Some examples may include teachers, nurses, doctors, fire fighters, police, and ambulance/EMTs. |
| **HE.K.C.2.3** | **Explain the importance of rules to maintain health.** | Some examples may include walk don't run, wait your turn, keep your hands and feet to yourself. |
| **HE.K.C.2.4** | **Name various types of media and technology that influence health.** | Some examples may include radio, television, computer, billboards, magazines, telephone, and newspapers. |

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| **Strand - Health Literacy: Responsible Behavior** | | |
| **Benchmark** | **Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.** | **Remarks** |
| **HE.K.B.1.1** | **Recognize school and community health helpers.** | Some examples may include fire rescue/EMT, police, nurse, doctor, coach, teacher, counselor, school nurse. |
| **HE.K.B.1.2** | **Recognize warning labels and signs on hazardous products and places.** | Some examples may include skull and cross bones, circle with line through it, RR crossing, crosswalk signals. |
| **HE.K.B.1.3** | **Recognize advertisements for health products.** | Some examples may include billboards, magazines, and commercials. |

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| **Benchmark** | **Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** | **Remarks** |
| **HE.K.B.2.1** | **Recognize healthy ways to express needs, wants, and feelings.** | Some examples may include how to share objects and time, how to be an effective family member, how to use manners. |
| **HE.K.B.2.2** | **Demonstrate listening skills to enhance health.** | Some examples may include use manners, ask questions, nod, make eye contact. |
| **HE.K.B.2.3** | **Identify the appropriate responses to unwanted and threatening situations.** | Some examples may include tell a trusted adult, seek safety, run away. |

**Kindergarten Sunshine State Standards – Health**

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| **Strand - Health Literacy: Responsible Behavior** | | |
| **Benchmark** | **Standard 3: Demonstrate the ability to use decision-making skills to enhance health.** | **Remarks** |
| **HE.K.B.3.1** | **Name situations when a health-related decision can be made individually or when assistance is needed.** | An example of when assistance is needed may include recreational water facility activities. Some examples of individual decisions may be following school rules, getting dressed, practicing good hygiene practice. |
| **HE.K.B.3.2** | **Recognize healthy options to health-related issues or problems.** | Some examples may include PFDs, visit the doctor, obey safety rules, emergency preparedness. |
| **HE.K.B.3.3** | **Recognize the consequences of not following rules/practices when making healthy and safe decisions.** | Some examples may include drowning, self-injury, injury to others. |

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| **Strand - Health Literacy: Promotion** | | |
| **Benchmark** | **Standard 1: Demonstrate the ability to use decision-making skills to enhance health.** | **Remarks** |
| **HE.K.P.1.1** | **Identify healthy practices and behaviors to maintain or improve personal health.** | Some examples may include seek a safe environment, follow directions, seek help, take universal precautions, brush teeth. |

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| **Benchmark** | **Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.** | **Remarks** |
| **HE.K.P.2.1** | **Help others to make positive health choices.** | Some examples may include play outside, use tissues, wash hands. |

