

**KINDERGARTEN
SCIENCE ORDER OF INSTRUCTION**

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<u>Body of Knowledge:</u> <u>Life Science</u> (2 benchmarks)	<u>Body of Knowledge:</u> <u>Earth and Space Science</u> (6 benchmarks)	<u>Body of Knowledge:</u> <u>Physical Science</u> (5 benchmarks)	<u>Body of Knowledge:</u> <u>Life Science</u> (1 benchmark)
Big Idea 14: Organization and Development of Living Organisms (SC.K.L.14.1, SC.K.L.14.2)	Big Idea 5: Earth in Space and Time	Big Idea 8: Properties of Matter Big Idea 9: Changes in Matter Big Idea 10: Forms of Energy Big Idea 12: Motion of Objects Big Idea 13: Forces and Changes in Motion	Big Idea 14: Organization and Development of Living Organisms (SC.K.L.14.3)

Big Idea 1: The Practice of Science

The Practice of Science benchmarks should be introduced during the first nine weeks and then embedded in all science lessons throughout the year as they blend easily with teaching inquiry and are the basis of an activity/lab-based science classroom. It is vital that kindergarten students be given multiple opportunities to collaborate with partners, make observations of the natural world using their five senses, keep records of investigations, observe and create visual representations, and recognize that learning comes from careful observation. Lab safety and the use of scientific tools should also be introduced at the beginning of the year and re-addressed throughout the year.

Rationale for Kindergarten Order of Instruction:

1st Nine Weeks

Life Science benchmarks 14.1 and 14.2 (Big Idea 14) are taught in the first grading period because brain-based research shows that kindergarteners are still developmentally “All about Me.” This leads to beginning the school year with the five senses.

2nd Nine Weeks

Earth and Space Science benchmarks are taught during the second grading period because the Sun sets earlier at this time of year which allows students the opportunity to make night time observations.

3rd Nine Weeks

Physical Science benchmarks are taught during the third grading period because force and motion concepts are abstract and students are better able to grasp these concepts later in the school year.

4th Nine Weeks

