

## OCPS BENCHMARK TASK ANALYSES

**Subject Area:** Science  
**Grade:** Kindergarten  
**Body of Knowledge:** The Nature of Science  
**Big Idea 1:** The Practice of Science

| Benchmark Codes | BENCHMARKS   |
|-----------------|--|
| SC.K.N.1.1      | Collaborate with a partner to collect information.   |
| SC.K.N.1.2      | 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.   |

| Benchmark Codes | TASK ANALYSES   |
|-----------------|---|
|                 | <b>The student ...</b>  |
| SC.K.N.1.1      | <ul style="list-style-type: none"> <li>• works with a partner to gather information during classroom investigations.</li> </ul>   |
| SC.K.N.1.2      | <ul style="list-style-type: none"> <li>• uses five senses to make and discuss observations.</li> <li>• tells which senses were used to make observations.</li> </ul>  |
| SC.K.N.1.3      | <ul style="list-style-type: none"> <li>• records information about classroom investigations using pictures, science notebooks, or class data tables.</li> </ul>   |
| SC.K.N.1.4      | <ul style="list-style-type: none"> <li>• observes and discusses a variety of objects (living and non-living).</li> <li>• creates pictures, diagrams, or models of objects observed including major features.</li> </ul> |
| SC.K.N.1.5      | <ul style="list-style-type: none"> <li>• observes a variety of objects (living and non-living).</li> <li>• discusses observations of objects.</li> <li>• states what was learned from observations.</li> </ul>          |



**Subject Area:** Science  
**Grade:** Kindergarten  
**Body of Knowledge:** Earth and Space Science  
**Big Idea 5:** Earth in Space and Time

| Benchmark Codes | BENCHMARKS   |
|-----------------|--|
| 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.                                       |

| Benchmark Codes                        | TASK ANALYSES  |
|--|--|
| SC.K.E.5.1                             | <p>The student ...</p> <ul style="list-style-type: none"> <li>• drops a variety of objects.</li> <li>• predicts what will happen when different objects are dropped.</li> <li>• observes and discusses what happens to objects as they are dropped.</li> <li>• explores ways to keep objects from falling.</li> </ul>  |
| SC.K.E.5.2<br>SC.K.E.5.3<br>SC.K.E.5.4 | <ul style="list-style-type: none"> <li>• records observations of the sky during the day for at least one month using science notebooks or a class chart.</li> <li>• records observations of the sky during the night for at least one month using science notebooks or a class chart (teacher can print moon pictures from weather channel).</li> <li>• expresses through the use of pictures, diagrams, or orally: understanding of the pattern of day and night, that the Sun can only be seen in the daytime, and that the moon can be seen at night and sometimes during the day.</li> </ul> |
| SC.K.E.5.5                             | <ul style="list-style-type: none"> <li>• identifies that some things seen from Earth are big and some things seen from Earth are small (e.g., a building is big and a student is small).</li> </ul>  |
| SC.K.E.5.6                             | <ul style="list-style-type: none"> <li>• identifies that some things seen from Earth are nearby and some things seen from Earth are far away (e.g., standing next to the board, it is close, and standing across the room, it is far away).</li> </ul>   |



**Subject Area:** Science  
**Grade:** Kindergarten  
**Body of Knowledge:** Physical Science  
**Big Idea 8:** Properties of Matter

| Bench<br>mark<br>Codes | BENCHMARKS  |
|------------------------|---|
| 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. |

| Benchmark<br>Codes | TASK ANALYSES  |
|--------------------|--|
| SC.K.P.8.1         | <b>The student ...</b> <ul style="list-style-type: none"> <li>• explores a variety of objects that are different sizes, shapes, colors, temperatures (hot or cold), weights (heavy or light), and textures.</li> <li>• sorts objects by one property at a time (e.g., size).</li> <li>• sorts objects by two or more properties at a time (e.g., size and color).</li> </ul> |

**Subject Area:** Science  
**Grade:** Kindergarten  
**Body of Knowledge:** Physical Science  
**Big Idea 9:** Changes in Matter

| Benchmark<br>Codes | BENCHMARKS  |
|--------------------|---|
| 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. |

| Benchmark<br>Codes | TASK ANALYSES  |
|--------------------|--|
| SC.K.P.9.1         | <b>The student ...</b> <ul style="list-style-type: none"> <li>• changes the shape of paper by cutting, tearing, crumpling, smashing, or rolling.</li> <li>• changes the shape of clay by cutting, tearing, crumpling, smashing, or rolling.</li> </ul> |



**Subject Area:** Science  
**Grade:** Kindergarten  
**Body of Knowledge:** Physical Science  
**Big Idea 10:** Forms of Energy

| Benchmark Codes | BENCHMARKS                                   |
|-----------------|--|
| SC.K.P.10.1     | Observe that things that make sound vibrate. |

| Benchmark Codes | TASK ANALYSES   |
|-----------------|---|
| SC.K.P.10.1     | The student ... <ul style="list-style-type: none"> <li>• produces sound by creating vibrations (rapid back and forth movements) using a variety of objects (e.g., plucking rubber bands on Geoboards).</li> </ul> |

**Subject Area:** Science  
**Grade:** Kindergarten  
**Body of Knowledge:** Physical Science  
**Big Idea 12:** Motion of Objects

| Benchmark Codes | BENCHMARKS   |
|-----------------|--|
| SC.K.P.12.1     | Investigate that things move in different ways, such as fast, slow, etc. |

| Benchmark Codes | TASK ANALYSES  |
|-----------------|--|
| SC.K.P.12.1     | The student ... <ul style="list-style-type: none"> <li>• explores the movement of various objects.</li> <li>• discusses different types of movements that were observed during explorations (e.g., fast, slow).</li> <li>• demonstrates fast and slow movements of various objects.</li> </ul> |



**Subject Area:** Science  
**Grade:** Kindergarten  
**Body of Knowledge:** Physical Science  
**Big Idea 13:** Forces and Changes in Motion

| Benchmark Codes | BENCHMARKS  |
|-----------------|---|
| SC.K.P.13.1     | Observe that a push or a pull can change the way an object is moving. |

| Benchmark Codes | TASK ANALYSES  |
|-----------------|--|
| SC.K.P.13.1     | The student ... <ul style="list-style-type: none"> <li>• identifies a push.</li> <li>• identifies a pull.</li> <li>• uses pushes and pulls to move various objects.</li> </ul> |

**Subject Area:** Science  
**Grade:** Kindergarten  
**Body of Knowledge:** Life Science  
**Big Idea 14:** Organization and Development of Living Organisms

| Benchmark Codes | BENCHMARKS   |
|-----------------|--|
| 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.     |

| Benchmark Codes | TASK ANALYSES   |
|-----------------|---|
| SC.K.L.14.1     | The student ... <ul style="list-style-type: none"> <li>• explores each sense separately (e.g., using sight to observe things).</li> <li>• explores the body part that was used for each sense (e.g., using eyes for sight).</li> </ul>  |
| SC.K.L.14.2     | The student ... <ul style="list-style-type: none"> <li>• observes plants and animals through non-fiction (videos, books, and other materials), displaying their true characteristics (e.g., plants growing in the ground) and behaviors (e.g., animals searching for food).</li> <li>• observes plants and animals through fiction (videos, books, other materials), displaying human characteristics (e.g., wearing clothes) and behaviors (e.g., talking) that they do not have in real life.</li> <li>• discusses observations made from non-fiction and fiction materials.</li> </ul> |



| <b>Benchmark Codes</b> | <b>TASK ANALYSES</b>  |
|------------------------|---|
| SC.K.L.14.3            | <p><b>The student ...</b></p> <ul style="list-style-type: none"> <li>• observes various plants and animals.</li> <li>• discusses how plants and animals are alike and different in the things they do (e.g., plants and animals both need food, but animals generally eat with their mouths and plants make their own food).</li> <li>• discusses how plants and animals are alike and different in the way they look (e.g., color, size).</li> </ul> |

