

**CURRICULUM MAP
SCIENCE
PRESCHOOL**

September	October	November	December
<p>Science and Technology <i>1. Identify the intended purpose of familiar tools (e.g., scissors, hammer, paintbrush, cookie cutter).</i></p> <p>Earth and Space 7. Observe and use language or drawings to describe changes in the weather (e.g., sunny to cloudy day).</p> <p>Scientific Inquiry 6. Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools).</p>	<p>Science and Technology 4. Demonstrate the safe use of tools, such as scissors, hammers, writing utensils, with adult guidance.</p> <p>Earth and Space 3. Observe, explore, and compare changes that animals and plants contribute to in their surroundings (e.g., falling leaves, holes left by worms or squirrels). 4. Explore and compare changes in the environment over time (e.g., leaves changing colors, outdoor temperature, plants growing).</p> <p>Physical Science 2. Explore and compare materials that provide many different sensory experiences (e.g., sand, water, wood).</p>	<p>Scientific Inquiry 7. Begin to make comparisons between objects or organisms based on their characteristics (e.g., animals with four legs, smooth and rough rocks).</p> <p>Life Science 2. Begin to differentiate between real and pretend through stories, illustrations, play and other media (e.g., talking flowers or animals). 5. Recognize physical differences among the same class of people, plants or animals (e.g., dogs come in many sizes and colors).</p>	<p>Science and Technology 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).</p> <p>Earth and Space 1. Begin to use terms such as night and day, sun and moon to describe personal observations. 2. Observe and represent the pattern of day and night through play, art materials or conversation.</p> <p>Scientific Inquiry 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).</p>

5/8/06

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January	February	March	April	May
<p>Scientific Inquiry 2. Show interest in investigating unfamiliar objects, organisms and phenomena during shared stories, conversations and play (e.g., “Where does hail come from?”). 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).</p> <p>Physical Science 3. <i>Sort familiar objects by one or more property (e.g., size, shape, function).</i> 4. <i>Demonstrate understanding of motion related words (e.g., up, down, fast, slow, rolling, jumping, backward, forward).</i></p> <p>Life Science 1. Identify common needs (e.g., food, air, water) of familiar living things. 4. Match familiar adult family members, plants and animals with their young (e.g., horse/colt, cow/calf).</p>	<p>Physical Science 1. Explore and identify parts and wholes of familiar objects (e.g., books, toys, furniture). 5. Explore ways of moving objects in different ways (e.g., pushing, pulling, kicking, rolling, throwing, dropping).</p> <p>Earth and Space 6. Demonstrate understanding of fast and slow relative to time, motion and phenomena (e.g., ice melting, plant growth).</p>	<p>Scientific Inquiry <i>1. Ask questions about objects, organisms and events in their environment during shared stories, conversations and play (e.g., ask about how worms eat).</i> 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).</p> <p>Physical Science 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).</p>	<p>Scientific Ways of Knowing 2. Recognize the difference between helpful and harmful actions toward living things (e.g., watering or not watering plants).</p> <p>Physical Science 7. Explore familiar sources of the range of colors and the quality of light in the environment (e.g., prism, rainbow, sun, shadow).</p> <p>Earth and Space 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).</p>	<p>Scientific Ways of Knowing 1. Offer ideas and explanations (through drawings, emergent writing, conversations, movement) of objects, organisms and phenomena, which may be correct or incorrect. 2. Participate in simple spontaneous scientific explorations with others.</p> <p>Scientific Inquiry 8. Record or represent and communicate observations and findings through a variety of methods (e.g., pictures, words, graphs, dramatizations) with assistance.</p> <p style="text-align: right;">5/8/06</p>

Power Indicators are in italics.