

Science Content Standards Supported by
Elkus Ranch Environmental Education Programs

Kindergarten

Physical Sciences

1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
 - a. *Students know* objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).

Life Sciences

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
 - a. *Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
 - b. *Students know* stories sometimes give plants and animals attributes they do not really have.
 - c. *Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

Earth Sciences

3. Earth is composed of land, air, and water. As a basis for understanding this concept:
 - b. *Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
 - c. *Students know* how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Observe common objects by using the five senses.
 - b. Describe the properties of common objects.
 - d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
 - e. Communicate observations orally and through drawings.