

ELEMENTARY SCHOOL
KINDERGARTEN
SCOPE AND SEQUENCE

KINDERGARTEN MATH
KINDERGARTEN SCIENCE

Mathematics, Kindergarten

First Six Weeks :: The student is expected to...

- describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).[9.C]

Second Six Weeks :: The student is expected to...

- describe one object in relation to another using informal language such as over, under, above, and below.[7.A]

Third Six Weeks :: The student is expected to...

- use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.[1.C]
- identify, extend, and create patterns of sounds, physical movement, and concrete objects.[5.A]
- use patterns to predict what comes next, including cause-and-effect relationships.[6.A]
- describe and identify an object by its attributes using informal language.[8.A]
- compare two objects based on their attributes.[8.B]
- compare two objects according to weight/mass (heavier than, lighter than or equal to).[10.D]
- compare events according to duration such as more time than or less time than.[11.A]
- use tools such as real objects, manipulatives, and technology to solve problems.[13.D]

Fourth Six Weeks :: The student is expected to...

- use language such as before or after to describe relative position in a sequence of events or objects.[2.A]
- name the ordinal positions in a sequence such as first, second, third, etc.[2.B]
- share a whole by separating it into two equal parts.[3.A]
- explain why a given part is half of the whole.[3.B]
- place an object in a specified position.[7.B]
- compare two containers according to capacity (holds more, holds less, or holds the same).[10.C]
- compare situations or objects according to relative temperature (hotter/colder than, or the same as).[10.E]
- sequence events (up to three).[11.B]
- construct graphs using real objects or pictures in order to answer questions.[12.A]
- use information from a graph of real objects or pictures in order to answer questions.[12.B]
- identify mathematics in everyday situations.[13.A]

Fifth Six Weeks :: The student is expected to...

- use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects.[1.A]
- use sets of concrete objects to represent quantities given in verbal or written form (through 20).[1.B]
- read a calendar using days, weeks, and months.[11.C]
- communicate mathematical ideas using objects, words, pictures, numbers, and technology.[14.A]
- relate everyday language to mathematical language and symbols.[14.B]
- justify his or her thinking using objects, words, pictures, numbers, and technology.[15.A]

Sixth Six Weeks :: The student is expected to...

- model and create addition and subtraction problems in real situations with concrete objects.[4.A]
- count by ones to 100.[6.B]
- sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.[8.C]
- describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures.[9.A]
- recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures.[9.B]
- compare and order two or three concrete objects according to length (longer/shorter than, or the same).[10.A]

Science, Kindergarten

Third Six Weeks :: The student is expected to...

- manipulate parts of objects such as toys, vehicles, or construction sets that, when put together, can do things they cannot do by themselves.[6.E]

Fourth Six Weeks :: The student is expected to...

- explain a problem in his/her own words and propose a solution.[3.C]
- describe properties of objects and characteristics of organisms.[5.A]
- sort organisms and objects into groups according to their parts and describe how the groups are formed.[6.A]
- record observations about parts of animals including wings, feet, heads, and tails.[6.C]
- identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature.[7.B]

Fifth Six Weeks :: The student is expected to...

- ask questions about organisms, objects, and events.[2.A]
- make observations using tools including hand lenses, balances, cups, bowls, and computers.[4.B]
- observe and identify patterns including seasons, growth, and day and night and predict what happens next.[5.B]
- observe and record weather changes from day to day and over seasons.[7.C]
- observe and record stages in the life cycle of organisms in their natural environment.[7.D]
- identify a particular organism or object as living or nonliving.[8.A]
- group organisms and objects as living or nonliving.[8.B]
- identify basic needs of living organisms.[9.A]
- give examples of how living organisms depend on each other.[9.B]
- identify ways that the Earth can provide resources for life.[9.C]
- observe and describe properties of rocks, soil, and water.[10.A]
- give examples of ways that rocks, soil, and water are useful.[10.B]

Sixth Six Weeks :: The student is expected to...

- demonstrate safe practices during classroom and field investigations.[1.A]
- learn how to use and conserve resources and materials.[1.B]
- plan and conduct simple descriptive investigations.[2.B]
- gather information using simple equipment and tools to extend the senses.[2.C]
- construct reasonable explanations using information.[2.D]
- communicate findings about simple investigations.[2.E]
- make decisions using information.[3.A]
- discuss and justify the merits of decisions.[3.B]
- identify and use senses as tools of observation.[4.A]
- record observations about parts of plants including leaves, roots, stems, and flowers.[6.B]
- identify parts that, when separated from the whole, may result in the part or the whole not working, such as cars without wheels and plants without roots.[6.D]
- observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement.[7.A]
- and water are useful.[10.B]