



Recommended Kindergarten Curriculum Framework

Content: SCIENCE—Kindergarten						
Topic: Push and Pull (Weeks 24-28)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>Position of Objects SC-E-1.2.1 The position of an object can be described by locating it relative to another object or the background. . The position can be described using phrases such as to the right, to the left, above, below, to the front, and behind.</p> <p>Motion SC-E-1.2.2 An object's motion can be described by measuring its change in position over time.</p> <p>Forces SC-E-1.2.3 The position and motion of objects can be changed by pushing or pulling. The amount of the change in position and motion is related to the strength of the push or pull (force). The force with which a ball is hit illustrates this principle.</p>	<p>POS-S-P-PS-3 The position and motion of an object can be described (e.g., measured, observed) by comparing it to another object or background.</p> <p>POS-S-P-PS-4 Students will understand the position and motion of an object can be changed by pushing or pulling.</p>					

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<p>Magnetism SC-E-1.3.4 Magnets attract and repel each other, and magnets attract certain kinds of other materials (e.g., iron).</p>	<p>POS-S-P-PS-5 Students will understand that magnets attract and repel each other as well as certain kinds of other materials.</p> <p>Patterns and Change AE 2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.</p> <p>Demonstrators</p> <ul style="list-style-type: none">• Demonstrate relationships among patterns.• Recognize, describe, and create patterns (e.g., repeating, developmental, behavioral, symmetrical, cyclical) of objects or events.					