

<b>Meeting the California Science Standards with the Growing Classroom Curriculum</b>					
<b>CALIFORNIA SCIENCE STANDARDS - Kindergarten</b>			<b>THE GROWING CLASSROOM</b>		
<b>CSS Grd</b>	<b>No.</b>	<b>Sect.</b>	<b>CSS Description</b>	<b>TGC UNIT</b>	<b>Lesson Name (Page)</b>
K	1		<b>Properties of materials can be observed, measured and predicted.</b>		
K	1	a.	Objects can be described in terms of the materials they are made of and their physical properties.	<b>The Living Earth</b>	<b>The Nitty-Gritty (85)</b>
K	1	b.	Water can be a liquid or a solid and can change from one form to the other.		
K	1	c.	Water left in open container evaporates, but a closed one doesn't.		
K	2		<b>Different types of plants and animals inhabit the Earth. As a basis for understanding this concept, students know:</b>		
K	2	a.	How to observe and describe similarities and differences in the appearance and behavior of plants and of animals (e.g., seed-bearing, plants, birds, fish, insects).	<b>Garden Creatures</b>	<b>Earth, Planet of the Insects (257)</b>
K	2	b.	Stories sometimes give plants and animals attributes they do not really have.	<b>Growing</b>	<b>Seedy Character (118)</b>
K	2	c.	How to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	<b>Growing</b>	<b>Stem, Root, Leaf, or Fruit? (155)</b>
				<b>Garden Creatures</b>	<b>Insect Anatomy, or Make No Bones About It! (259)</b>
K	3		<b>The Earth is composed of land, air and water. As a basis for understanding this concept, students know:</b>		
K	3	a.	Characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.		
K	3	b.	Changes in weather occur from day to day and over seasons, affecting the Earth and its inhabitants.	<b>Cycles and Changes</b>	<b>The Cycle Hunt (185)</b>
K	3	c.	How to identify resources from the Earth that are used in everyday life, and that many resources can be conserved.	<b>Cycles and Changes</b>	<b>Me and the Seasons (187)</b>
K	4		<b>Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in the other three strands, students should develop their own questions and perform investigations. Students will:</b>		

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K	4	a.	Observe common objects using the five senses.	<b>We Are All Scientists</b>	<b>Sharp Eyes (55)</b>
				<b>We Are All Scientists</b>	<b>Hear, Hear (59)</b>
				<b>We Are All Scientists</b>	<b>Big Ears (60)</b>
				<b>We Are All Scientists</b>	<b>Only the Nose Knows (62)</b>
				<b>We Are All Scientists</b>	<b>See No Evil, Hear No Evil (68)</b>
				<b>We Are All Scientists</b>	<b>Mystery Powders (69)</b>
				<b>We Are All Scientists</b>	<b>Burma Shave Hike (73)</b>
				<b>The Living Earth</b>	<b>Sensual Soil (83)</b>
K	4	b.	Describe the properties of common objects.	<b>Growing</b>	<b>Seedy Character (118)</b>
K	4	c.	Describe the relative position of objects using one reference (e.g., above or below).		
K	4	d.	Compare and sort common objects based on one physical attribute (including color, shape, texture, size, weight).	<b>We Are All Scientists</b>	<b>Six of One, Half Dozen of The Other (66)</b>
K	4	e.	Communicate observations orally and in drawings.	<b>We Are All Scientists</b>	<b>Sharp Eyes (55)</b>
				<b>We Are All Scientists</b>	<b>Candid Camera (56)</b>
				<b>We Are All Scientists</b>	<b>The Unnature Trail (57)</b>
				<b>Cycles and Changes</b>	<b>Me and the Seasons (187)</b>
				<b>Garden Creatures</b>	<b>Insect Anatomy, or Make No Bones About It! (259)</b>