

Kindergarten Correlation of Core Knowledge® and Minnesota Academic Standards

Strand	<i>Minnesota Academic Standards</i>	<i>Core Knowledge Sequence</i>
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</i></p>		
<p>Language Arts</p>	<p>III.B.1: Follow print (words and text) from left to right and top to bottom. III.B.2: Turn pages sequentially from front to back.</p>	<p>I. Reading and Writing</p> <p>A. Book and Print Awareness</p> <ul style="list-style-type: none"> • Know parts of a story (for example, title, beginning, end) and their functions. • Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces. • Follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
	<p>I.A.1: Hear, say and write the basic sounds (phonemes) of the English language. I.A.4: Identify beginning consonant sounds and ending sounds in single-syllable words.</p>	<p>B. Phonemic Awareness</p> <ul style="list-style-type: none"> • Given a spoken word, produce another word that rhymes with the given word. • Orally segment words into syllables and demonstrate understanding of syllable breaks by such means as, for example, clapping hands on each syllable or placing a different colored marker to represent each syllable. Example: “muffin” → “muf” [clap] + “fin” [clap] • Orally blend syllables into words. Example: “muf” + “fin” “muffin” • Orally blend onsets (any initial consonant or consonant cluster) and rimes (the vowel and any following consonants) in spoken words. Example: /c/ - /at/ cat /s/ - /it/ sit • Orally blend isolated sounds into a spoken one-syllable word.

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		<p>Example: /c/ - /u/ - /p/ cup</p> <ul style="list-style-type: none"> Given prompting with a picture, isolate and repeat the initial or final sound of a one-syllable spoken word. <p>Example: bat /b/ bird /d/</p>
	<p>I.A.2: Match consonant and short vowel sounds to appropriate letters, say the common sounds of most letters, and begin to write consonant-vowel-consonant words.</p> <p>I.A.3: Identify and name uppercase and lowercase letters of the alphabet</p> <p>I.A.5: Identify, produce and say rhyming words in response to an oral prompt.</p> <p>I.A.6: Read 10 high-frequency words.</p>	<p>C. Decoding and Encoding</p> <ul style="list-style-type: none"> Recognize and name all uppercase and lowercase letters of the alphabet. Match a letter to a spoken phoneme. Example: <i>Teacher says /b/. Child points to letter card with b.</i> Decode a letter into the phoneme it represents. Example: <i>Teacher shows letter card b. Child says /b/.</i> Write the correct letters to represent a sound or sequence of sounds, up to three consonants or two consonants and a short vowel sound. Example: <i>Spoken by teacher: /s/ Written by child: s</i> Spoken by teacher: /m/ /b/ /m/ Written by child: m b m Spoken by teacher: /b/ /i/ /b/ Written by child: b i b Read any three-sound CVC word (for example, cat, sit) or nonsense word (for example, mup, fap). Read simple phrases or sentences made up of the phonemes mastered so far. Example: “Cat ran up.” “Sam sat.” Begin to read VCC, CVCC, and CCVC words with adjacent consonants and short vowel sounds (for example, ant, milk, frog). Begin to recognize common words by sight, including <i>a, the, I, my, you, is, are.</i>
	<p>I.B.1: Use words to describe and name people, places, and things.</p> <p>I.B.2: Use words to describe location, size, color, shape and direction.</p> <p>I.B.3: Use words to describe actions.</p> <p>I.B.4: Use context to predict and infer word meanings</p> <p>I.B.5: Learn new words through explicit instruction.</p> <p>I.C.1: Demonstrate literal comprehension by asking and answering questions about narrative and informational text.</p> <p>I.C.2: Make predictions from illustrations and story content.</p> <p>I.C.3: Write or draw a response that demonstrates</p>	<p>D. Reading and Language Comprehension</p> <ul style="list-style-type: none"> Understand and follow oral directions. Tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories. Distinguish fantasy from realistic text. Listen to and understand a variety of texts, both fiction and nonfiction. <p>II. Poetry</p> <p>A. Mother Goose and Other Traditional Poems A Diller, A Dollar Baa, Baa, Black Sheep Diddle, Diddle, Dumpling</p>

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	<p>comprehension.</p> <p>I.C.4: Relate texts to prior knowledge and experiences.</p> <p>I.D.1: Listen to and understand the meaning of texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from I.D.2: America, as well as from other countries.</p> <p>I.D.3: Identify main characters and story events and actions.</p> <p>I.D.4: Retell familiar stories using beginning, middle and end.</p> <p>I.D.5: Respond to literature using details from the story to make personal connections.</p> <p>I.D.6: Listen to and look at literature for personal enjoyment.</p> <p>III.A.2: Follow two–step directions.</p>	<p>Early to Bed Georgie Porgie Hey Diddle Diddle Hickory, Dickory, Dock Hot Cross Buns Humpty Dumpty It’s Raining, It’s Pouring Jack and Jill Jack Be Nimble Jack Sprat Ladybug, Ladybug Little Bo Peep Little Boy Blue Little Jack Horner Little Miss Muffet London Bridge Is Falling Down Mary, Mary, Quite Contrary Old King Cole Old Mother Hubbard One, Two, Buckle My Shoe Pat-a-Cake Rain, Rain, Go Away Ride a Cock-Horse Ring Around the Rosey Rock-a-bye, Baby Roses Are Red See-Saw, Margery Daw Simple Simon Sing a Song of Sixpence Star Light, Star Bright There Was a Little Girl There Was an Old Woman Who Lived in a Shoe This Little Pig Went to Market Three Blind Mice</p> <p>B . Other Poems, Old and New April Rain Song (Langston Hughes) Happy Thought (Robert Louis Stevenson) I Do Not Mind You, Winter Wind (Jack Prelutsky)</p>

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		<p>Mary Had a Little Lamb (Sara Josepha Hale) The More It Snows (A. A. Milne) My Nose (Dorothy Aldis) Rain (Robert Louis Stevenson) Three Little Kittens (Eliza Lee Follen) Time to Rise (Robert Louis Stevenson) Tommy (Gwendolyn Brooks) Twinkle Twinkle Little Star (Jane Taylor)</p> <p>III. Fiction</p> <p>A. Stories The Bremen Town Musicians (Brothers Grimm) Chicken Little (also known as “Henny-Penny”) Cinderella (Charles Perrault) Goldilocks and the Three Bears How Many Spots Does a Leopard Have? (African folk tale) King Midas and the Golden Touch The Legend of Jumping Mouse (Native American: Northern Plains legend) The Little Red Hen Little Red Riding Hood Momotaro: Peach Boy (Japanese folk tale) Snow White and the Seven Dwarfs The Three Billy Goats Gruff The Three Little Pigs A Tug of War (African folk tale) The Ugly Duckling (Hans Christian Andersen) The Velveteen Rabbit (Margery Williams) selections from <i>Winnie-the-Pooh</i> (A. A. Milne) The Wolf and the Kids (Brothers Grimm)</p> <p>B. Aesop’s Fables The Lion and the Mouse The Grasshopper and the Ants The Dog and His Shadow The Hare and the Tortoise</p> <p>C. American Folk Heroes and Tall Tales</p>

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		<p>Johnny Appleseed Casey Jones</p> <p>D. Literary Terms author illustrator</p>
	<p>II.C.1: Use a period after sentences when prompted. II.C.2: Use knowledge of basic phonics to spell.</p> <p>II.E.1: Correctly form many of the uppercase and lowercase letters of the alphabet, monitor and discuss the differences II.E.2: Correctly write the numbers zero through nine. II.E.3: Write left to right and top to bottom. II.E.4: Print his/her first and last names.</p>	<p>E. Writing and Spelling</p> <ul style="list-style-type: none"> • Write his or her own name (first and last). • Write all uppercase and lowercase letters of the alphabet. • Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”).
		<p>IV. Sayings and Phrases</p> <p>A dog is man’s best friend. April showers bring May flowers. Better safe than sorry. Do unto others as you would have them do unto you. The early bird gets the worm. Great oaks from little acorns grow. Look before you leap. A place for everything and everything in its place. Practice makes perfect. [It’s] raining cats and dogs. Where there’s a will there’s a way.</p>
	<p>III.A.1: Participate in and follow agreed-upon rules for conversation and formal discussions. III.A.2: Follow two-step directions. III.A.3: Attend to and understand the meaning of messages. III.A.4: Communicate needs, feelings and ideas to peers and adults. III.A.5: Recite and respond to poems, rhymes and songs. III.A.6: Respond orally to language patterns in stories and poems. III.A.7: Use voice level appropriate for language situation.</p>	

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	III.A.8: Ask and respond to questions	
World & American History & Geography	<p>G.V.A.1. Students will describe the location of people, places and things by using positional words.</p> <p>G.V.A.4. Students will name and use directional words to describe locations of places in the school and community.</p> <p>G.V.A.6. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer.</p> <p>G.V.B.1. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.</p> <p>G.V.B.2. Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.</p> <p>G.V.B.4. Students will locate the continents and oceans on a map of the world and a globe.</p> <p>G.V.B.5. Students will recognize the outline shape of the contiguous United States.</p>	<p>I. Geography: Spatial Sense (Working with Maps, Globes, and other Geographic Tools)</p> <ul style="list-style-type: none"> • Maps and globes: what they represent, how we use them • Rivers, lakes, and mountains: what they are and how they are represented on maps and globes • Locate the Atlantic and Pacific Oceans. • Locate the North and South Poles. <p>II. An Overview of the Seven Continents</p> <ul style="list-style-type: none"> • Identify and locate the seven continents on a map and globe: <ul style="list-style-type: none"> Asia Europe Africa North America South America Antarctica Australia <p>I. Geography</p> <ul style="list-style-type: none"> • Name and locate the town, city, or community, as well as the state where you live. • Locate North America, the continental United States, Alaska, and Hawaii.
	<p>H.I.C.1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America.</p> <p>H.I.C.2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.</p> <p>E.VI.A.1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).</p>	<p>II. Native American Peoples, Past and Present</p> <ul style="list-style-type: none"> • Become familiar with the people and ways of life of at least one Native American tribe or nation, such as: <ul style="list-style-type: none"> Pacific Northwest: Kwakiutl, Chinook Plateau: Nez Perce Great Basin: Shoshone, Ute Southwest: Dine [Navajo], Hopi, Apache Plains: Blackfoot, Comanche, Crow, Kiowa, Dakota, Cheyenne, Arapaho, Lakota (Sioux) Northeast: Huron, Iroquois Eastern Woodlands: Cherokee, Seminole, Delaware, Susquehanna, Mohican, Massachusetts, Wampanoag, Powhatan

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		<p>III. Early Exploration and Settlement</p> <p>A. The Voyage of Columbus in 1492</p> <ul style="list-style-type: none"> • Queen Isabella and King Ferdinand of Spain • The Niña, Pinta, and Santa Maria • Columbus’s mistaken identification of “Indies” and “Indians” • The idea of what was, for Europeans, a “New World” <p>B. The Pilgrims</p> <ul style="list-style-type: none"> • The Mayflower • Plymouth Rock • Thanksgiving Day celebration
	<p>H.I.B.1. Student will know individuals and groups associated with key turning points in U.S. History.</p> <p>GC.VII.A.1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life.</p> <p>GC.VII.A.2. Students will explain the rights and responsibilities of people living in a democracy, including the principle of majority rule and minority rights.</p> <p>GC.VII.A.A.1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others’ lives</p> <p>GC.VII.B.1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules.</p> <p>GC.VII.D.2. Students will name people involved in government, including current and past government leaders, employees, and volunteers.</p>	<p>III. Early Exploration and Settlement</p> <p>C. July 4, “Independence Day”</p> <ul style="list-style-type: none"> • The “birthday” of our nation • Democracy (rule of the people): Americans wanted to rule themselves instead of being ruled by a faraway king. • Some people were not free: slavery in early America <p>IV. Presidents, Past and Present</p> <ul style="list-style-type: none"> • George Washington The “Father of His Country” Legend of George Washington and the cherry tree • Thomas Jefferson, author of Declaration of Independence • Abraham Lincoln Humble origins “Honest Abe” • Theodore Roosevelt • Current United States president
	GC.VII.B.B. 1. Students will recognize the symbols, songs,	V. Symbols and Figures

	<p>locations that uniquely identify our nation.</p> <p>GC.VII.B.B. 2. Students will recognize symbols that are significant for the state of Minnesota.</p> <p>GC.VII.B.B. 3. Students will describe key national holidays and explain why people celebrate them.</p>	<ul style="list-style-type: none"> Recognize and become familiar with the significance of <ul style="list-style-type: none"> American flag Statue of Liberty Mount Rushmore The White House
	<p>HS.IV.A.1. Students will define and use terms for concepts of historical time.</p> <p>HS.IV.A.2. Students will place events in chronological order and construct timelines.</p>	<p><i>These are social studies process skills that can be used with any Core Knowledge topic.</i></p>
Visual Arts	<p>AE.VA.D.1. understand the elements of visual art, including color, line, shape, form, texture, and space;</p>	<p>I. Elements of Art</p> <p>A. Color</p> <ul style="list-style-type: none"> Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green, purple) Observe the use of color in <ul style="list-style-type: none"> Pieter Bruegel, <i>The Hunters in the Snow</i> Helen Frankenthaler, <i>Blue Atmosphere</i> Paul Gauguin, <i>Tahitian Landscape</i> Pablo Picasso, <i>Le Gourmet</i> <p>B. Line</p> <ul style="list-style-type: none"> Identify and use different lines: straight, zigzag, curved, wavy, thick, thin Observe different kinds of lines in <ul style="list-style-type: none"> Katsushika Hokusai, <i>Tuning the Samisen</i> Henri Matisse, <i>The Purple Robe</i> Joan Miró, <i>People and Dog in the Sun</i>
	<p>AE.VA.D.2. understand the characteristics of visual art from a variety of cultures and historical times;</p>	<p>II. Sculpture</p> <ul style="list-style-type: none"> Recognize and discuss the following as sculptures: <ul style="list-style-type: none"> Northwest American Indian totem pole Statue of Liberty Mobiles: Alexander Calder’s <i>Lobster Trap and Fish Tail</i> <p>III. Looking at and Talking about Works of Art</p> <ul style="list-style-type: none"> Observe and talk about <ul style="list-style-type: none"> Pieter Bruegel, <i>Children’s Games</i> Mary Cassatt, <i>The Bath</i> Winslow Homer, <i>Snap the Whip</i>

		Diego Rivera, <i>Mother's Helper</i> Henry O. Tanner, <i>The Banjo Lesson</i>
	AE.VA.D.3. use the tools, basic skills, and techniques of at least three different mediums; AE.VA.D.4. create original works of art to communicate ideas.	<i>These are skill that can be used across the visual arts' content.</i>
Music	AE.Mu.I.B. 1. understand the elements of music, including melody, rhythm, harmony, dynamics, tone color, texture, and form; AE.Mu.I.B. 4. improvise and compose on classroom instruments to communicate an idea; AE.Mu.I.B. 5. play simple rhythms and melodies on classroom instruments;	<p>I. Elements of Music</p> <ul style="list-style-type: none"> Through participation, become familiar with some basic elements of music (rhythm, melody, harmony, form, timbre, etc.). Recognize a steady beat; begin to play a steady beat. Recognize that some beats have accents (stress). Move responsively to music (marching, walking, hopping, swaying, etc.). Recognize short and long sounds. Discriminate between fast and slow. Discriminate between obvious differences in pitch: high and low. Discriminate between loud and quiet. Recognize that some phrases are the same, some different. Sing unaccompanied, accompanied, and in unison.
	AE.Mu.I.B. 2. understand the characteristics of music from a variety of cultures and historical times; AE.Mu.I.B. 3. sing a varied repertoire of songs in a group;	<p>II. Listening and Understanding</p> <ul style="list-style-type: none"> Recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, drum. Become familiar with the following works: Edvard Grieg, "Morning" and "In the Hall of the Mountain King" from <i>Peer Gynt</i> Victor Herbert, "March of the Toys" from <i>Babes in Toyland</i> Richard Rodgers, "March of the Siamese Children" from <i>The King and I</i> Camille Saint-Saëns, <i>Carnival of the Animals</i> <p>III. Songs</p> <p>The Bear Went Over the Mountain Bingo The Farmer in the Dell Go In and Out the Window Go Tell Aunt Rhody Here We Go Round the Mulberry Bush The Hokey Pokey Hush Little Baby</p>

		<p>If You're Happy and You Know It Jingle Bells John Jacob Jingleheimer Schmidt Kumbaya London Bridge Old MacDonald Had a Farm Row, Row, Row Your Boat This Old Man Twinkle, Twinkle Little Star The Wheels on the Bus</p>
	AE.Mu.I.B. 6. read and write music using a system of notation.	
<p><i>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. It is also critically important to establish a similar sequential program in Mathematics, structured to provide guided practice in various formats and frequent review throughout the year. Mathematics programs that follow sound cognitive principles and therefore lead to greater student mastery are: Singapore Math, Saxon Math, and Direct Instruction Mathematics.</i></p>		
Mathematics	<p>III.A.1. Sort objects in a set by one attribute such as size, shape, color or thickness. III.A.2. Identify an object that does not belong in a set. III.A.3. Recognize, describe and extend repeating patterns involving up to three elements using objects, pictures, sounds or movements.</p>	<p>I. Patterns and Classification</p> <ul style="list-style-type: none"> Establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc. Define a set by the common property of its elements. In a given set, indicate which item does not belong. Moving from concrete objects to pictorial representations, recognize patterns and predict the extension of a pattern. Extend a sequence of ordered concrete objects.
	<p>II.A.1. Count forward to 31, backward from 10. II.A.2. Count the number of objects in a set and identify the quantity. II.A.3. Compare the number of objects in two or more sets. II.A.4. Given a number, identify one more or one less. II.B.1. Recognize the number of objects up to 6, without counting. IV.A.1. Represent data about classmates or their surroundings by using objects or pictures.</p>	<p>II. Numbers and Number Sense</p> <ul style="list-style-type: none"> Using concrete objects and pictorial representations, compare sets: same as (equal to) more than less than most least Count forward from 1 to 31, first beginning with 1, and later from any given number backward from 10 from 1 to 10 by twos by fives and tens to 50

		<ul style="list-style-type: none"> •Recognize and write numbers 1 to 31 (with special attention to the difference between certain written symbols, such as: 6 and 9; 2 and 5; 1 and 7; 12 and 21, etc.). • Count and write the number of objects in a set. • Given a number, identify one more, one less. • Identify ordinal position, first (1st) through sixth (6th). • Identify pairs. • Interpret simple pictorial graphs. • Identify $\frac{1}{2}$ as one of two equal parts of a region or object; find $\frac{1}{2}$ of a set of concrete objects.
	V.C.3. Recognize the following coins: penny, nickel, dime and quarter.	<p>III. Money</p> <ul style="list-style-type: none"> • Identify pennies, nickels, dimes, and quarters. • Identify the one-dollar bill. • Identify the dollar sign (\$) and cents sign (¢). • Write money amounts using the cents sign (¢).
	II.B.2. Add and subtract whole numbers up to 6, using concrete objects.	<p>IV. Computation</p> <ul style="list-style-type: none"> • Add and subtract to ten, using concrete objects. • Recognize the meaning of the plus sign (+). • Subtraction: the concept of “taking away”; recognize the meaning of the minus sign (-).
	<p>V.C.1. Compare and order objects by length, weight, volume, temperature or size and use appropriate vocabulary such as longer than, holds more, smaller.</p> <p>V.C.2. Know that clocks and calendars are instruments to measure time.</p> <p>V.C.4. Compare and order events based on time and use appropriate vocabulary such as yesterday, today or tomorrow to describe relative time.</p>	<p>V. Measurement</p> <ul style="list-style-type: none"> • Identify familiar instruments of measurement, such as ruler, scale thermometer. • Compare objects according to: <ul style="list-style-type: none"> Linear measure <ul style="list-style-type: none"> long and short; longer than, shorter than measure length using non-standard units begin to measure length in inches height: taller than, shorter than Weight (mass) <ul style="list-style-type: none"> heavy, light heavier than, lighter than Capacity (volume) <ul style="list-style-type: none"> full and empty less full than, as full as, fuller than Temperature: hotter and colder • Time

		<p>Sequence events: before and after; first, next, last. Compare duration of events: which takes more or less time. Read a clock face and tell time to the hour. Know the days of the week and the months of the year. Orientation in time: today, yesterday, tomorrow; morning, afternoon; this morning vs. yesterday morning, etc.</p>
	<p>V.A.1. Locate and describe placement of objects with terms such as: on, inside, outside, above, below, over, under, beside, between, in front of, behind, next to, top, bottom.</p> <p>V.B.1. Sort two- and three-dimensional shapes according to their geometrical attributes.</p>	<p>VI. Geometry</p> <ul style="list-style-type: none"> • Identify left and right hand. • Identify top, bottom, middle. • Know and use terms of orientation and relative position, such as: <ul style="list-style-type: none"> closed, open on, under, over in front, in back (behind) between, in the middle of next to, beside inside, outside around far from, near above, below to the right of, to the left of here, there • Identify and sort basic plane figures: square, rectangle, triangle, circle. • Identify basic shapes in a variety of common objects and artifacts (windows, pictures, books, buildings, cars, etc.). • Recognize shapes as the same or different. • Make congruent shapes and designs. • Compare size of basic plane figures (larger, smaller).
	<p>I.1. Create and solve word problems using actions, objects, words, pictures, or numbers. I.2. Estimate and check that answers are reasonable. I.3. Explain to others how a problem was solved.</p>	<p><i>These are mathematical skills that can be used across any of the above math content.</i></p>
Science	<p>IV. B. 1. The student will compare and contrast living and nonliving things. IV. B. 2. The student will know simple ways that living things can be grouped.</p>	<p>I. Plants and Plant Growth</p> <ul style="list-style-type: none"> • What plants need to grow: sufficient warmth, light, and water • Basic parts of plants: seed, root, stem, branch, leaf • Plants make their own food. • Flowers and seeds: seeds as food for plants and animals (for example, rice, nuts, wheat, corn) • Two kinds of plants: deciduous and evergreen

		<ul style="list-style-type: none"> • Farming <ul style="list-style-type: none"> How some food comes from farms as crops How farmers must take special care to protect their crops from weeds and pests How crops are harvested, kept fresh, packaged, and transported for people to buy and consume <p>VII. Science Biographies George Washington Carver</p> <p>II. Animals and Their Needs</p> <ul style="list-style-type: none"> • Animals, like plants, need food, water, and space to live and grow. • Plants make their own food, but animals get food from eating plants or other living things. • Offspring are very much (but not exactly) like their parents. • Most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young. • Pets have special needs and must be cared for by their owners. <p>VII. Science Biographies Jane Goodall</p>
	<p>IV. G. 1. The student will observe and describe the environment using the five senses.</p>	<p>III. The Human Body</p> <ul style="list-style-type: none"> • The five senses and associated body parts: <ul style="list-style-type: none"> Sight: eyes Hearing: ears Smell: nose Taste: tongue Touch: skin • Taking care of your body: exercise, cleanliness, healthy foods, rest
	<p><i>MOVED TO FIRST GRADE</i></p>	<p>IV. Introduction to Magnetism</p> <ul style="list-style-type: none"> • Identify familiar everyday uses of magnets (for example, in toys, in cabinet locks, in “refrigerator magnets,” etc.). • Classify materials according to whether they are or are not attracted by a magnet.
	<p>III.B.1. The student will describe daily and seasonal changes in weather.</p>	<p>V. Seasons and Weather</p> <ul style="list-style-type: none"> • The four seasons • Characteristic local weather patterns during the different seasons • The sun: source of light and warmth • Daily weather changes

		<p>Temperature: thermometers are used to measure temperature</p> <p>Clouds</p> <p>Rainfall: how the condition of the ground varies with rainfall; rainbows</p> <p>Thunderstorms: lightning and thunder, hail, safety during thunderstorms</p> <p>Snow and snowflakes, blizzard</p>
		<p>VI. Taking Care of the Earth</p> <ul style="list-style-type: none"> • Conservation: Some natural resources are limited, so people must be careful not to use too much of them (example: logging and reforestation). • Practical measures for conserving energy and resources (for example, turning off unnecessary lights, tightly turning off faucets, etc.) • Some materials can be recycled (for example, aluminum, glass, paper). • Pollution (for example, littering, smog, water pollution) can be harmful, but if people are careful they can help reduce pollution.
		<p>VII. Science Biographies</p> <p>Wilbur and Orville Wright</p>
	I. B. 1. The student will observe and describe common objects using simple tools.	<i>These are science process skills that can be used with any Core Knowledge topic.</i>