



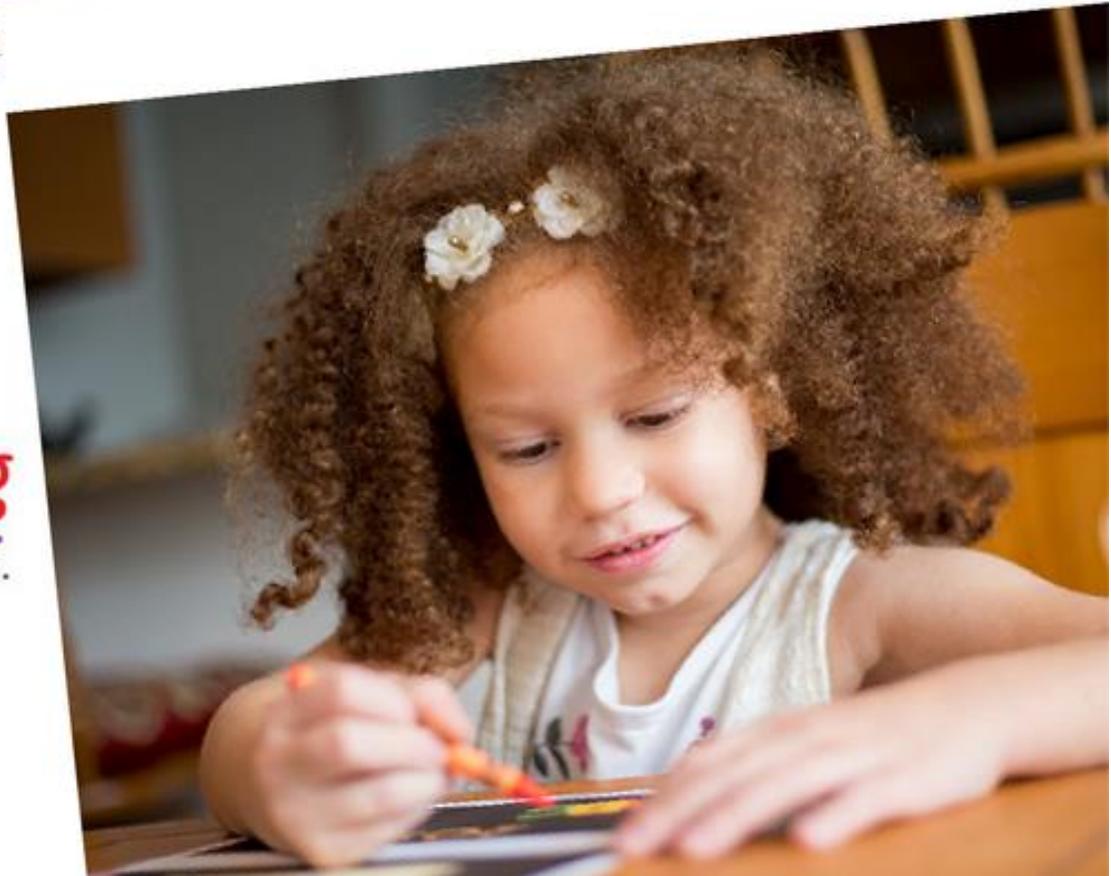
Florida Early Learning and Developmental Standards

4 Years Old to Kindergarten

(2017)



OFFICE OF
Early Learning
LEARN EARLY. LEARN FOR LIFE.



VI. SCIENTIFIC INQUIRY DOMAIN*

A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY

1. Uses senses to explore and understand their social and physical environment

Benchmark a: Identifies each of the five senses and the relationship to each of the sense organs

Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses

Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)

2. Uses tools in scientific inquiry

Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)

3. Uses understanding of causal relationships to act on social and physical environments

Benchmark a: Makes predictions and tests their predictions through experimentation and investigation

Benchmark b: Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)

Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)

Benchmark d: Shares findings and outcomes of experiments

B. LIFE SCIENCE

1. Demonstrates knowledge related to living things and their environments

Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)

Benchmark b: Notices the similarities and differences among various living things

Benchmark c: Understands that all living things grow, change and go through life cycles

Benchmark d: Begins to distinguish between living and non-living things

Benchmark e: Observes that living things differ with regard to their needs and habitats

C. PHYSICAL SCIENCE

1. Demonstrates knowledge related to physical science

Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled

Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens

Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)

Benchmark d: Investigates and describes changing states of matter — liquid, solid and gas

Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)

*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

D. EARTH AND SPACE SCIENCE

1. Demonstrates knowledge related to the dynamic properties of earth and sky

Benchmark a: Describes properties of water including changes in the states of water — liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)

Benchmark b: Discovers, explores, sorts, compares and contrasts objects that are naturally found in the environment including rocks, soil, sand and mud and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)

Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars

Benchmark d: Compares the daytime and nighttime cycle

Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact on their daily lives (e.g., types of clothing for different environments)

E. ENVIRONMENT

1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment

Benchmark a: Demonstrates how people use objects and natural resources in the environment

Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)

Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycle materials in the classroom)

F. ENGINEERING AND TECHNOLOGY

1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)

Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)

Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems

Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)

For more information, visit <http://flbt5.floridaearlylearning.com/>.

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