



This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Kindergarten Science  
 2009-to-2004 Standards Crosswalk

This document is a general comparison of the current 2004 Science Standard Course of Study and the new 2009 Science Essential Standards. It provides initial insight into sameness and difference between these two sets of standards. This document is not intended to answer all questions about the nuance of the new standards versus the old - in fact, we imagine you will develop questions as you do a close reading of the new standards. Please send the science section of NC DPI any thoughts, feedback, questions and ideas about additional resources that would help you start preparing to teach the Essential Standards. Email Beverly Vance at [bvance@dpi.state.nc.us](mailto:bvance@dpi.state.nc.us).

**Important Note: The current 2004 SCOS will continue to be the operational standards in the 2010-11 and 2011-12 school years** as resource materials are developed to support the new Science Essential Standards, professional development is conducted and assessments are designed to align to the new Science Essential Standards. We expect the new Essential Standards to be taught and assessed in schools for the first time in the 2012-13 school year. That said, we are providing Essential Standards resources now and over the next two-years so that schools and teachers can get a head start on internalizing and planning to teach the new standards.

| 2009 Essential Standards             |           |   | 2004 NC SCOS                  |           |   |  |
|--------------------------------------|-----------|---|-------------------------------|-----------|---|--|
| Strand                               | Objective | Essential Standard  | Goal                          | Objective | Text of objective   | Comments   |
|                                      |           | Text of Clarifying objective  |                               |           |   |  |
| Physical Science:<br>Forces & Motion | K.P.1.1   | <b>Understand the positions and motions of objects and organisms observed in the environment.</b>   | Similarities & Differences in | 1.01      | Observe and describe the similarities and differences among animals including: <ul style="list-style-type: none"> <li>• Movement</li> </ul> | <ul style="list-style-type: none"> <li>• Structure</li> <li>• Growth</li> <li>• Changes</li> </ul>                                       |
|                                      |           | Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside. |                               | 1.0       | Observe the similarities of humans to other animals including: <ul style="list-style-type: none"> <li>• Movement</li> </ul>                 | May now be found in Life Science Strand<br><ul style="list-style-type: none"> <li>• Basic needs.</li> <li>• Growth and change</li> </ul> |

| 2009 Essential Standards                               |   |   | 2004 NC SCOS                 |           |   |   |
|--|---|---|------------------------------|-----------|---|---|
| Strand   | Objective   | Essential Standard  | Goal                         | Objective | Text of objective   | Comments                                |
|  |   | Text of Clarifying objective  |                              |           |   |   |
|  | K.P.1.2   | Give examples of different ways objects and organisms move (to include falling to the ground when dropped):<br>(Straight, Zigzag, Round and round, Back and forth, Fast and slow) |                              |           |   | May now be found in Life Science Strand |
| Physical Science: Properties and Change                | <b>Understand how objects are described based on their physical properties and how they are used.</b>           |   | Properties of Common Objects | 3.02      | Develop and use a vocabulary associated with the properties of materials: <ul style="list-style-type: none"> <li>• Color</li> <li>• Size</li> <li>• Shape</li> <li>• Texture</li> </ul> |   |
|  | K.P.2.1   | Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).   |                              | 3.04      | Observe that objects can be described and sorted by their properties.   |   |
|  | K.P.2.2   | Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.                     | Properties of                | 3.01      | Observe and describe the properties of different kinds of objects (clay, wood, cloth, paper, other) and how they are used.  |   |
| Earth Science: Earth Systems, Structures and Processes | <b>Understand change and observable patterns of weather that occur from day to day and throughout the year.</b> |   | Weather Concepts             | 2.01      | Observe and report daily weather changes throughout the year.   |   |
|  | K.E.1.1   | Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.                                       |                              | 2.02      | Identify different weather features including: <ul style="list-style-type: none"> <li>• Precipitation</li> <li>• Wind</li> <li>• Temperature</li> <li>• Cloud cover</li> </ul>          |   |
|  | K.E.1.2   | Summarize daily weather conditions noting changes that occur from day to day and throughout the year.   |                              | 2.03      | Identify types of precipitation, changes in wind, force, direction and sky conditions.  |   |
|  |   |   |                              | 2.05      | Use common tools to measure weather.  |   |

| 2009 Essential Standards                                   |   |   | 2004 NC SCOS                            |           |   |          |   |
|--|---|---|---|-----------|---|----------|---|
| Strand   | Objective   | Essential Standard  | Goal                                    | Objective | Text of objective   | Comments |   |
|  |   | Text of Clarifying objective  |   |           |   |          |   |
|  | K.E.1.3   | Compare weather patterns that occur from season to season.  |   |           |   |          |   |
| Life Science: Structures and Functions of Living Organisms | <b>Compare characteristics of animals that make them alike and different from other animals and nonliving things.</b> |   | Similarities and Differences in Animals | 1.01      | Observe and describe the similarities and differences among animals including: <ul style="list-style-type: none"> <li>• Structure</li> <li>• Growth</li> <li>• Changes</li> <li>• Movement</li> </ul> |          |   |
|  | K.L.1.1   | Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.  |   |           | 1.02  |          | Observe how animals interact with their surroundings.   |
|  | K.L.1.2   | Compare characteristics of living and nonliving things in terms of their: <ul style="list-style-type: none"> <li>• Structure</li> <li>• Growth</li> <li>• Changes</li> <li>• Movement</li> <li>• Basic Needs</li> </ul> |   |           | 1.03  |          | Observe the behaviors of several common animals.  |
|  |   |   |   |           | 1.05  |          | Observe the similarities of humans to other animals including: <ul style="list-style-type: none"> <li>• Basic needs</li> <li>• Growth and change</li> <li>• Movement</li> </ul> |
|  |   |   |   |           |   |          |   |

- Objective 1.04 not addressed
- Objective 2.04 not addressed
- Objective 3.03 not addressed
- Objective 3.05 not addressed
- Objective 4.01 not addressed
- Objective 4.02 not addressed
- Objective 4.03 not addressed
- Objective 4.04 not addressed
- Objective 4.05 not addressed