**HE.K.C.1** Comprehend concepts related to health promotion and disease prevention to enhance health.

**HE.K.C.1.5:** Recognize there are body parts inside and outside of the body.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Reviewed: 12/08
Belongs to: Comprehend concepts related to health promotion and disease prevention to enhance health.
Remarks/Examples
Some examples may include brain, muscles, skin.

**LACC.K.RI.1 Key Ideas and Details**

**LACC.K.RI.1.1:** With prompting and support, ask and answer questions about key details in a text.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Reviewed: 12/10
Belongs to: Key Ideas and Details.

**LACC.K.RI.2 Craft and Structure**

**LACC.K.RI.2.4:** With prompting and support, ask and answer questions about unknown words in a text.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Reviewed: 12/10
Belongs to: Craft and Structure.

**LACC.K.RI.4 Range of Reading and Level of Text Complexity**

**LACC.K.RI.4.10:** Actively engage in group reading activities with purpose and understanding.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Reviewed: 12/10
Belongs to: Range of Reading and Level of Text Complexity.

**LACC.K.SL.1 Comprehension and Collaboration**

**LACC.K.SL.1.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
b. Continue a conversation through multiple exchanges.

**LACC.K.W.3 Research to Build and Present Knowledge**

**LACC.K.W.3.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Reviewed: 12/10
Belongs to: Research to Build and Present Knowledge.

**MACC.K.MD.1 Describe and compare measurable attributes.**
### MAC.K.MD.1.2
Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: Describe and compare measurable attributes.

### MAC.K.MD.2 Classify objects and count the number of objects in each category.

### MAC.K.MD.2.3
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: Classify objects and count the number of objects in each category.

### SC.K.E.5 Earth in Space and Time

#### SC.K.E.5.1
Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Earth in Space and Time.

#### SC.K.E.5.2
Recognize the repeating pattern of day and night.
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: Earth in Space and Time.

#### SC.K.E.5.3
Recognize that the Sun can only be seen in the daytime.
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: Earth in Space and Time.

#### SC.K.E.5.4
Observe that sometimes the Moon can be seen at night and sometimes during the day.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Earth in Space and Time.

#### SC.K.E.5.5
Observe that things can be big and things can be small as seen from Earth.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08
Belongs to: Earth in Space and Time.

#### SC.K.E.5.6
Observe that some objects are far away and some are nearby as seen from Earth.
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08
Belongs to: Earth in Space and Time.

### SC.K.L.14 Organization and Development of Living Organisms

#### SC.K.L.14.1
Recognize the five senses and related body parts.
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: Organization and Development of Living Organisms.

**Remarks/Examples**
Integrate HE.K.C.1.5. Recognize there are body parts inside and outside of the body. Related body parts include: eyes, ears, nose, tongue, and skin.

#### SC.K.L.14.2
Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Organization and Development of Living Organisms.

#### SC.K.L.14.3
Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Organization and Development of Living Organisms.

**Remarks/Examples**
Introduce comparing and contrasting plants and animals by observable physical characteristics and behaviors. Provide students with opportunities to make observations in classrooms and schoolyard environments.

### SC.K.N.1 The Practice of Science

#### SC.K.N.1.1
Collaborate with a partner to collect information.
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: The Practice of Science.

**Remarks/Examples**
CCSS Connections: LACC.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

#### SC.K.N.1.2
Make observations of the natural world and know that they are descriptors collected using the five senses.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: The Practice of Science.

**Remarks/Examples**
CCSS Connections: LACC.K.W.3.B. With guidance and support from adults, recall information from experiences or gather information experiences or gather information from provided sources to answer a question.
Keep records as appropriate -- such as pictorial records -- of investigations conducted.

SC.K.1.3:
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: The Practice of Science

Observe and create a visual representation of an object which includes its major features.

SC.K.1.4:
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: The Practice of Science

Recognize that learning can come from careful observation.

SC.K.1.5:
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: The Practice of Science

Remarks/Examples

SC.K.10 Forms of Energy

Observe that things that make sound vibrate.

SC.K.10.1:
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: Forms of Energy

SC.K.12 Motion of Objects

Investigate that things move in different ways, such as fast, slow, etc.

SC.K.12.1:
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08
Belongs to: Motion of Objects

SC.K.13 Forces and Changes in Motion

Observe that a push or a pull can change the way an object is moving.

SC.K.13.1:
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: Forces and Changes in Motion

SC.K.8 Properties of Matter

Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

SC.K.8.1:
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Properties of Matter

Remarks/Examples
The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.
CCSS Connections: MACC.K.MD.2.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10.

SC.K.9 Changes in Matter

Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

SC.K.9.1:
Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: Changes in Matter

RELATED GLOSSARY TERM DEFINITIONS (12)

Environment:
The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.

Gravity:
The force of attraction between any two objects.

Investigation:
A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.

Law:
A statement that describes invariable relationships among phenomena under a specified set of conditions.

Light:
Electromagnetic radiation that lies within the visible range.

Mass:
The amount of matter an object contains.

Moon:
A natural satellite that revolves around a planet.

Observation:
What one has observed using senses or instruments.

Sense:
Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
<table>
<thead>
<tr>
<th><strong>Sun:</strong></th>
<th>The closest star to Earth and the center of our solar system.</th>
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<tbody>
<tr>
<td><strong>Vibration:</strong></td>
<td>A periodic and repetitive movement around an equilibrium point.</td>
</tr>
<tr>
<td><strong>Weight:</strong></td>
<td>The force with which a body is attracted to Earth or another celestial body, equal to the product of the object’s mass and the acceleration of gravity.</td>
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