

AMSTI COURSE OF STUDY CORRELATION

Kindergarten

	STANDARD	Unit
Motion and Stability: Forces and Interaction		
1	Investigate the resulting motion of objects when forces of different strengths and directions act upon them (e.g., object being pushed, object being pulled, two objects colliding).	Push and Pull To include: • Balls and Ramps, <i>Insights</i> • Sidewalk Safety, <i>ETA/hand2mind</i>
2	Use observations and data from investigations to determine if a design solution (e.g., designing a ramp to increase the speed of an object in order to move a stationary object) solves the problem of using force to change the speed or direction of an object.*	
Ecosystems: Interactions, Energy, and Dynamics		
3	Distinguish between living and nonliving things and verify what living things need to survive (e.g., animals needing food, water, and air; plants needing nutrients, water, sunlight, and air).	Plants and Animals To include: • Exploring Plants and Animals, <i>STC</i>
4	Gather evidence to support how plants and animals provide for their needs by altering their environment (e.g., tree roots breaking a sidewalk to provide space, red fox burrowing to create a den to raise young, humans growing gardens for food and building roads for transportation).	
5	Construct a model of a natural habitat (e.g., terrarium, ant farm, diorama) conducive to meeting the needs of plants and animals native to Alabama.	
6	Identify and plan possible solutions (e.g., reducing, reusing, recycling) to lessen the human impact on the local environment.*	
Earth's Systems		
7	Observe and describe the effects of sunlight on Earth's surface (e.g., heat from the sun causing evaporation of water or increased temperature of soil, rocks, sand, and water).	Weather Walk To include: • Weather, <i>STC</i> • Sunny Sandbox, <i>ETA/hand2mind</i> • Clouds, <i>GLOBE</i>
8	Design and construct a device (e.g., hat, canopy, umbrella, tent) to reduce the effects of sunlight.*	
9	Observe, record, and share findings of local weather patterns over a period of time (e.g., increase in daily temperature from morning to afternoon, typical rain and storm patterns from season to season).	
Earth and Human Activity		
10	Ask questions to obtain information about the purpose of weather forecasts in planning for, preparing for, and responding to severe weather.*	Weather Walk To include: • Weather, <i>STC</i> • Sunny Sandbox, <i>ETA/hand2mind</i> • Clouds, <i>GLOBE</i>