



Kindergarten Science MOTION AND STABILITY: FORCES AND INTERACTIONS	
Louisiana Student Standards	Louisiana Connectors (LC)
<p><b>K-PS2-1</b> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p>	<p><b>LC-K-PS2-1a</b> Identify the effect caused by different strengths or directions of pushes and pulls on the motion of an object.</p>
	<p><b>LC-K-PS2-1b</b> Explain the effect of pushes and pulls on the motion of an object.</p>
	<p><b>LC-K-PS2-1c</b> Identify the effect of different strengths and directions of pushes and pulls on the motion of an object.</p>
	<p><b>LC-K-PS2-1d</b> Compare different strengths or different directions of pushes and pulls on an object.</p>
<p><b>K-PS2-2</b> Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>	<p><b>LC-K-PS2-2a</b> Identify if something designed to push or pull an object makes it move the way it is intended.</p>
	<p><b>LC-K-PS2-2b</b> Identify if something designed to change the speed of an object makes it move the way it is intended.</p>
	<p><b>LC-K-PS2-2c</b> Identify if something designed to change the direction of an object makes it move the way it is intended.</p>

Kindergarten Science ENERGY	
<p><b>K-PS3-1</b> Make observations to determine the effect of sunlight on Earth's surface.</p>	<p><b>LC-K-PS3-1a</b> Identify examples of sunlight heating different surfaces on Earth.</p>
<p><b>K-PS3-2</b> Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p>	<p><b>LC-K-PS3-2a</b> Identify a design structure (e.g., umbrella, canopy, tent) that will reduce the warming caused by the sun.</p>
	<p><b>LC-K-PS3-2b</b> Identify tools and materials that can be used to build a structure that will reduce the warming effect of sunlight on an area.</p>



Kindergarten Science FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES	
<b>K-LS1-1</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.	<b>LC-K-LS1-1a</b> Identify that animals need water and food to live and grow.
	<b>LC-K-LS1-1b</b> Identify that plants need water and light to live and grow.
	<b>LC-K-LS1-1c</b> Identify patterns of what living things need to survive.

Kindergarten Science EARTH'S SYSTEMS	
<b>K-ESS2-1</b> Use and share observations of local weather conditions to describe patterns over time.	<b>LC-K-ESS2-1a</b> Identify patterns in weather conditions using observations of local weather.
<b>K-ESS2-2</b> Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	<b>LC-K-ESS2-2a</b> Identify examples of how animals change their environments to meet their needs.
	<b>LC-K-ESS2-2b</b> Identify examples of how plants change their environments to meet their needs.
	<b>LC-K-ESS2-2c</b> Identify ways that humans can affect the environment in which they live.



Kindergarten Science EARTH AND HUMAN ACTIVITY	
<b>K-ESS3-1</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	<b>LC-K-ESS3-1a</b> Given a model (e.g., representation, diagram, drawing), describe the relationship between the needs of different animals and the places they live (e.g., deer eat buds and leaves and live in forests).
<b>K-ESS3-2</b> Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.	<b>LC-K-ESS3-2a</b> Identify how weather forecasting can help people avoid the most serious impacts of severe weather events.
<b>K-ESS3-3</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	<b>LC-K-ESS3-3a</b> Identify different solutions that people can apply to the way they live to reduce the impact on the land, water, air, and other living things.