

# McKinley Museum

## Program Synopsis

### Discover World Tour

#### Ohio State Science Content Standards

#### Grade: K

<i>Standard</i>	<i>Benchmark</i>	<i>Grade Level Indicator</i>
Earth and Space Sciences	<p>Explain that living things cause changes on Earth.</p> <p>Observe, describe and measure changes in the weather, both long term and short term.</p>	<p>Explore that animals and plants cause changes to their surroundings.</p> <p>Observe and describe day-to-day weather changes (e.g., today is hot, yesterday we had rain)</p> <p>Observe and describe seasonal changes in weather.</p>
Life Sciences	<p>Discover that there are living things, non-living things and pretend things, and describe the basic needs of living things (organisms).</p> <p>Explain how organisms function and interact with their physical environment.</p> <p>Describe similarities and differences that exist among individuals of the same kind of plants and animals.</p>	<p>Discover that stories (e.g., cartoons, movies, comics) sometimes give plants and animals characteristics they really do not have (e.g., talking flowers).</p> <p>Investigate observable features of plants and animals that help them live in different kinds of places.</p> <p>Investigate the habitats of many different kinds of local plants and animals and some of the ways in which animals depend on plants and each other in our community.</p> <p>Describe how plants and animals usually resemble their parents.</p> <p>Investigate variations that exist among individuals of the same kind of plant or animal.</p>

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Physical Sciences	<p>Discover that many objects are made of parts that have different characteristics. Describe these characteristics and recognize ways an object may change.</p> <p>Recognize that light, sound and objects move in different ways.</p> <p>Recognize sources of energy and their uses.</p>	<p>Demonstrate that objects are made of parts (e.g., toys, chairs).</p> <p>Describe and sort objects by one or more properties (e.g., size, color and shape).</p> <p>Explore that things can be made to move in many different ways such as straight, zigzag, up and down, round and round, back and forth, or fast and slow.</p> <p>Investigate ways to change how something is moving (e.g., push, pull).</p>
Science and Technology	<p>Explain why people, when building or making something, need to determine what it will be made of, how it will affect other people and the environment.</p> <p>Explain that to construct something requires planning, communication, problem solving and tools.</p>	<p>Explore that objects can be sorted as "natural" or "man-made".</p> <p>Explore that some materials can be used over and over again (e.g., plastic or glass containers, cardboard boxes and tubes).</p> <p>Explore that each kind of tool has an intended use, which can be helpful or harmful (e.g., scissors can be used to cut paper but they can also hurt you).</p>

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Scientific Inquiry	<p>Ask a testable question.</p> <p>Design and conduct a simple investigation to explore a question.</p> <p>Gather and communicate information from careful observations and simple investigation through a variety of methods.</p>	<p>Ask "what if" questions.</p> <p>Explore and pursue student-generated "what if" questions.</p> <p>Use the five senses to make observations about the natural world.</p> <p>Investigate ways Earth's renewable resources (e.g., fresh water, air, wildlife and trees) can be maintained.</p> <p>Recognize that numbers can be used to count a collection of things.</p> <p>Make pictographs and use them to describe observations and draw conclusions.</p>
Scientific Ways of Knowing	<p>Recognize that there are different ways to carry out scientific investigations. Realize that investigations can be repeated under the same conditions with similar results and may have different explanations.</p> <p>Recognize the importance of respect for all living things.</p> <p>Recognize that diverse groups of people contribute to our understanding of the natural world.</p>	<p>Recognize that people are more likely to accept your ideas if you can give good reasons for them.</p> <p>Interact with living things and the environment in ways that promote respect.</p> <p>Demonstrate ways science is practiced by people everyday (children and adults).</p>

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#### Ohio State Science Content Standards

#### Grade: 1

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Earth and Space Sciences	<p>Explain that living things cause changes on Earth.</p> <p>Observe, describe and measure changes in the weather, both long and short term.</p>	<p>Explain that all organisms cause changes in the environment where they live; the changes can be very noticeable or slightly noticeable, fast or slow (e.g., spread of grass cover slowing soil erosion, tree roots slowly breaking sidewalks).</p>
Life Sciences	<p>Discover that there are living things, non-living things and pretend things, and describe the basic needs of living things (organisms).</p> <p>Explain how organisms function and interact with their physical environment.</p> <p>Describe similarities and differences that exist among individuals of the same kind of plants and animals.</p>	<p>Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.</p> <p>Investigate that animals eat plants and/or other animals for food and may also use plants or other animals for shelter and nesting.</p> <p>Explain that food comes from other sources than grocery stores (e.g., Farm crops, farm animals, oceans, lakes and forests).</p> <p>Explore that humans and other animals have body parts that help to seek, find and take food when they are hungry (e.g., sharp teeth, flat teeth, good nose and sharp vision).</p> <p>Recognize that seasonal changes can influence the health, survival or activities of organisms.</p>

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Physical Sciences	<p>Recognize that light, sound and objects move in different ways.</p> <p>Recognize sources of energy and their uses.</p>	<p>Explore the effects some objects have on others even when the two objects might not touch (e.g., magnets).</p> <p>Investigate a variety of ways to make things move and what causes them to change speed, direction and/or stop.</p> <p>Explore how energy makes things work (e.g., batteries in a toy and electricity turning fan blades).</p> <p>Recognize that the sun is an energy source that warms the land, air and water.</p> <p>Describe that energy can be obtained from many sources in many ways (e.g., food, gasoline, electricity or batteries).</p>

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Scientific Inquiry	<p>Ask a testable question.</p> <p>Gather and communicate information from careful observations and simple investigation through a variety of methods.</p>	<p>Ask “what happens when” questions.</p> <p>Explore and pursue student generated “what happens when” questions.</p> <p>Use oral, written and pictorial representation to communicate work.</p>
Scientific Ways of Knowing	<p>Recognize the importance of respect for all living things.</p> <p>Recognize that diverse groups of people contribute to our understanding of the natural world.</p>	<p>Explain that everybody can do science, invent things and have scientific ideas no matter where they live.</p>