

Northpoint Horizons

**CAVS (Content Academic Vocabulary System) Science K-2
Correlated to the
California State Science Content Standards**

Grade K

This document provides a correlation to the extensive science directives offered throughout the CAVS K-2 program that meet the California Science Content Standards. The n/a signifies the standards that are not directly met for this grade level.

Science Content Standard	CAVS Science Grade K-2 Teacher's Guide Lessons
Physical Sciences	
1.0 Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:	
a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).	Lesson 14 – p. 79 <i>What is matter?</i> Lesson 15 – p. 85 <i>What forms does matter take?</i> Lesson 16 – p. 91 <i>How do things move?</i> Lesson 17 – p. 97 <i>How do magnets move things?</i>
b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.	Lesson 9 – p. 49 <i>What is the water cycle?</i> Lesson 15 – p. 85 <i>What forms does matter take?</i>
c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.	Lesson 9 – p. 49 <i>What is the water cycle?</i>
Life Sciences	
2.0 Different types of plants and animals inhabit the earth. As a basis for understanding this concept:	
a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).	Lesson 1 – p. 1 <i>What are living things?</i> Lesson 2 – p. 7 <i>What are the parts of a plant?</i> Lesson 3 – p. 13 <i>Which animals have a backbone?</i> Lesson 4 – p. 19

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	<p><i>How do frogs grow and change?</i> Lesson 5 – p. 25</p> <p><i>How do butterflies grow and change?</i> Lesson 6 – p. 31</p> <p><i>How do mammals grow and change?</i> Lesson 7 – p. 37</p> <p><i>Where do plants and animals live?</i> Lesson 8 – p. 43</p> <p><i>How do living things get food?</i></p>
<p>b. Students know stories sometimes give plants and animals attributes they do not really have.</p>	<p>Lessons 1-7</p> <p>The opportunity to discuss what children have heard or read in stories about plants and animals is provided in group activities. As students learn the facts about plants and animals they will recognize the difference between fact and fiction.</p>
<p>c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).</p>	<p>Lesson 2 – p. 7</p> <p><i>What are the parts of a plant?</i></p> <p>Lesson 3 – p. 13</p> <p><i>Which animals have a backbone?</i></p> <p>Lesson 4 – p. 19</p> <p><i>How do frogs grow and change?</i></p> <p>Lesson 5 – p. 25</p> <p><i>How do butterflies grow and change?</i></p> <p>Lesson 6 – p. 31</p> <p><i>How do mammals grow and change?</i></p>
Earth Sciences	
3.0 Earth is composed of land, air, and water. As a basis for understanding this concept:	
<p>a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.</p>	<p>Lesson 22 – p. 127</p> <p><i>What can you see in the night sky?</i></p> <p>Lesson 23 – p. 133</p> <p><i>How does Earth move?</i></p> <p>Lesson 24 – p. 139</p> <p><i>What is the solar system?</i></p>
<p>b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.</p>	<p>Lesson 22 – p. 127</p> <p><i>What can you see in the night sky?</i></p> <p>Lesson 23 – p. 133</p> <p><i>How does Earth move?</i></p>

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c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.	Lesson 22 – p. 127 <i>What can you see in the night sky?</i> Discussion of telescopes is introduced using Concept Poster 8.
d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.	Lesson 22 – p. 127 <i>What can you see in the night sky?</i> Lesson 23 – p. 133 <i>How does Earth move?</i> Lesson 24 – p. 139 <i>What is the solar system?</i>
e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.	Lesson 21 – p. 121 <i>What can you see in the day sky?</i> Lesson 23 – p. 133 <i>How does Earth move?</i>
Investigation and Experimentation	
4.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:	
a. Observe common objects by using the five senses.	Children investigate using the five senses in every lesson with the CAVS program. Whole group, small group, and paired activities allow students to experiment and explore.
b. Describe the properties of common objects.	Lesson 1 – p. 1 <i>What are living things?</i> Lesson 9 – p. 49 <i>What is the water cycle?</i> Lesson 11 – p. 61 <i>How does Earth's land change?</i> Lesson 14 – p. 79 <i>What is matter?</i> Lesson 15 – p. 85 <i>What forms does matter take?</i> Lesson 17 – p. 97 <i>How do magnets move things?</i>

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c. Describe the relative position of objects by using one reference (e.g., above or below).	Lesson 16 – p. 91 <i>How do things move?</i> Lesson 17 – p. 97 <i>How do magnets move things?</i> Lesson 18 – p. 103 <i>What makes light?</i> Lesson 20 – p. 115 What makes sound? Position words are used in appropriate lessons to familiarize students with the vocabulary used in identifying and describing relative position of objects and sounds.
d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).	Lesson 13 – p. 67 <i>How do we learn about dinosaurs?</i> Lesson 14 – p. 79 <i>What is matter?</i> Lesson 15 – p. 85 <i>What forms does matter take?</i>
e. Communicate observations orally and through drawings.	Every lesson has students communicate observations in whole group, small group, and paired activities. Students also make drawings and use charts to clarify information in each lesson. <i>Elaborate, Evaluate, Record Sheets, and Concept Webs</i>