

# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<b>TIMELINE: Quarter 1</b>			
<b>Earth Science: Earth Systems</b>  K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. I	I can identify and share observations of local weather conditions. I can use and describe weather patterns over time.	Knowledge Comprehension Application	Cloudy Cold Local Patterns Rainy Snowy Sunny Warm Weather Windy
<b>Earth Science: Earth and Human Activity</b>  K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather. I	I can ask questions to explain the purpose of weather forecasting. I can demonstrate how to prepare and respond to severe weather.	Comprehension Analysis Application	Flood Forecast Lightning Prepare Severe Thunder Thunderstorm Tornado Weather
<b>Physical Science Motion and Stability: Forces and interactions</b>  K-PS2-1 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. I	I can recognize the effects of pushes and pulls on the motion of an object.  I can plan and do an experiment showing the effects of different strengths or directions on the motion of an object.  I can compare the effects of different strengths or directions on the motion of an object.	Knowledge  Application Synthesis  Comprehension Evaluation	Compare Direction Experiment Motion Pull Push Strength

# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

**RESOURCES AND NOTES FOR QUARTER 1:**

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

**TIMELINE: Quarter 2**

<p><b>Earth Science: Earth's Systems</b></p> <p>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. <b>C M</b></p>	<p>I can identify and share observations of local weather conditions.</p> <p>I can use and describe weather patterns over time.</p>	<p>Knowledge Application Comprehension Application</p>	<p>Cloudy Cold Conditions Observe Patterns Rainy Snowy Sunny Warm Weather Windy</p>
<p><b>Earth Science: Earth and Human Activity</b></p> <p>K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather. <b>C M</b></p>	<p>I can ask questions to explain the purpose of weather forecasting.</p> <p>I can demonstrate how to prepare and respond to severe weather.</p>	<p>Comprehension Analysis Application</p>	<p>Flood Forecasting Lightening Prepare Severe Thunder Thunderstorm Tornado Weather</p>
<p><b>Life Science From Molecules to Organisms: Structures and Processes</b></p> <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. <b>I</b></p>	<p>I can observe and describe patterns of what plants, animals, and humans need to survive.</p>	<p>Knowledge Application Synthesis</p>	<p>Human Pattern Survive</p>
<p><b>Earth Science: Earth and Human Activity</b></p> <p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. <b>I</b></p>	<p>I can use a model to show the relationship between the needs of different plants, animals, and humans and the places they live.</p>	<p>Application</p>	<p>Animals Live Model Needs Plants</p>

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<b>Engineering Design</b> K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. <b>I C M</b>	I can define a simple problem that can be solved through developing a new or improved tool.	Analysis Synthesis Evaluation	Improve Observe Problem Tool
<b>Engineering Design</b> K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. <b>I C M</b>	I can sketch, draw or make a model to show how the shape of an object might help solve a problem.	Application	Model Problem Shape Solve
<b>Engineering Design</b> K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. <b>I C M</b>	I can use data from tests of an object or tool to see if it works as it is supposed to.	Analysis Comprehension Evaluation	Data Strength Weakness Compare Test Tool

# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

**RESOURCES AND NOTES FOR QUARTER 2 :**

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<b>TIMELINE: Quarter 3</b>			
<b>Earth Science: Earth and Human Activity</b> K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. <b>C M</b>	I can use a model to show the relationship between the needs of different plants, animals, and humans and the places they live. I can explain why plants and animals need each other.	Application Synthesis  Analysis	Animals Model Needs Plants
<b>Life Science From Molecules to Organisms: Structures and Processes</b>  K-LS1-1 Use observations to describe patterns or plants and animals (including humans) need to survive. <b>C M</b>	I can observe and describe patterns of what plants, animals, and humans need to survive.	Knowledge Comprehension	Animals Human Plants Survive
<b>Earth Science: Earth Systems</b>  K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. <b>C M</b>	I can explain and give examples of how plants, animals, and humans can change the environment to meet their needs.	Comprehension	Animals Change Environment Humans Needs Plants
<b>Physical Science: Energy</b>  K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface. <b>I</b>	I can observe and describe the effect of sunlight on Earth's surface.	Knowledge Comprehension	Earth's surface Effect Heat Rock Sand Soil Water

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p><b>Earth Science: Earth and Human Activity</b></p> <p>K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things. I</p>	<p>I can explain and give examples of ways of how humans can reduce their effect on land, water, air, and other living things.</p>	<p>Comprehension</p>	<p>Air Cause Environment Land Living things Recycle Water</p>
<p><b>Physical Science: Energy</b></p> <p>K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. I</p>	<p>I can use tools and materials to create and build a structure to reduce the warming effect of sunlight on an area.</p>	<p>Application Synthesis</p>	<p>Area Effect Materials Sunlight Warming</p>

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

**RESOURCES AND NOTES FOR QUARTER 3 :**



## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<b>TIMELINE: Quarter 4</b>			
<b>Physical Science-Motion and Stability: Forces and Interactions</b>  K-PS2-1 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. <b>C M</b>	I can recognize the effects of pushes and pulls on the motion of an object.  I can plan and do an experiment showing the effects of different strengths or directions on the motion of an object.  I can compare the effects of different strengths or directions on the motion of an object.	Knowledge  Application Synthesis  Analysis	Compare Direction Motion Pull Push Strength
<b>Physical Science Motion and Stability: Forces and Interactions</b>  K-PS2-2 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. <b>I C M</b>	I can break down data from my experiment to decide if my design worked to change the speed or direction of an object with a push or a pull.	Analysis Evaluation	Direction Distance Pull Push Speed
<b>Earth Science: Earth and Human Activity</b>  K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. <b>C M</b>	I can explain and give examples of ways humans can reduce their effect on land, water, air, and other living things in my community.	Comprehension Analysis	Air Environment Land Living things Recycle Reduce Water
<b>Physical Science: Energy</b>  K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface. <b>C M</b>	I can observe and describe the effect of sunlight on Earth's surface.	Knowledge Comprehension	Earth's surface Rock Sand Soil Sunlight Water

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<b>Physical Science: Energy</b>  K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. <b>C M</b>	I can use tools and materials to create and build a structure to reduce the warming effect of sunlight on an area.	Application Synthesis	Effect Reduce Shade Warming

## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT: Science**

**GRADE: Kindergarten**

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

**RESOURCES AND NOTES FOR QUARTER 4 :**