

Kindergarten Science Curriculum Map

Quarter 3

NGSS Body of Knowledge	<i>Nature of Science/Physical Science/Earth Science</i>	<i>Nature of Science/Physical Science/Earth Science</i>	<i>Nature of Science/Earth and Space Science</i>	<i>Nature of Science/Earth and Space Science</i>	<i>Nature of Science/Earth and Space Science</i>	<i>Nature of Science/Life Science</i>
Unit of Study	Force and Motion	Force and Motion	Day and Night Sky	Day and Night Sky	Day and Night Sky	Animals and Plants
Target Standards	SC.K.P.13.1 : Observe that a push or a pull can change the way an object is moving.	SC.K.E.5.1 : Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.	SC.K.E.5.2 : Recognize the repeating pattern of day and night.	SC.K.E.5.3 : Recognize that the Sun can only be seen in the daytime. SC.K.E.5.4 : Observe that sometimes the Moon can be seen at night and sometimes during the day.	SC.K.E.5.5 : Observe that things can be big and things can be small as seen from Earth. SC.K.E.5.6 : Observe that some objects are far away and some are nearby as seen from Earth.	SC.K.L.14.3 : Observe animals, describe how they are alike and how they are different in the way they look and in the things they do.
Pacing	Week 19 (continued from week 18)	Week 20	Weeks 21-22	Weeks 21-22	Weeks 23-24	Weeks 25-27
Objective/ Learning Goal/SWBT	<ul style="list-style-type: none"> *Describe the position of an object (e.g., on, in, above, below, under, between, before, after, beside). *Collaborate with a partner to discuss ways to change an object's motion. *Demonstrate ways to make an object change position/move. *Predict how a push and pull will change an object's speed and/or direction. *Investigate how push and pull can change the speed or direction of an object's movement (fast, slow, back and forth, up and down). *Record predictions, observations and results of push and pull investigations in pictorial or written form. *Describe what has been learned after carefully observing the change in an object's motion and hearing the observations of others. 	<ul style="list-style-type: none"> *Predict what will happen to objects when supports that are holding them up are removed. *Collaborate as a class about how to collect data during a gravity investigation. *Investigate how objects are pulled toward the ground unless something holds them up. *Record predictions, observations and results of a gravity investigation in pictorial or written form. *Identify gravity as the reason objects are pulled toward the ground (fall) when they are not held up by something. *Describe what has been learned after carefully observing the effects of gravity and hearing the observations of others. 	<ul style="list-style-type: none"> *Identify activities that are done during the day. *Identify activities that are done during the night. *Explain how daytime activities are different from nighttime activities. *Identify details in nature that make day different from night. *Create 2-dimensional and 3-dimensional models of things that are visible in the day and/or night sky. *Describe the repeating pattern of day and night. 	<ul style="list-style-type: none"> *Identify and describe the sun. *Describe attributes that define daytime (with the sun as the primary detail). *Identify how the sun appears to rise at dawn, move across the sky during the day, and set at dusk. *Identify and describe the moon. *Describe attributes that define nighttime (with the moon as a primary detail). *Describe how the moon appears to change shape and brightness. *Observe and discuss how sometimes the moon can be seen during the day while the sun is out. 	<ul style="list-style-type: none"> *Compare the size of an object on the ground to one seen in the sky (e.g., airplane, hot air balloon, parachute, bird, kite). *Explain how the object looks smaller in the sky even though it does not change in size. *Discuss how objects appear to get smaller the farther away they get and larger the closer they get. *Make observations of objects found in space (sun, moon, and stars). *Compare the apparent size of stars to the apparent size of the sun and moon as seen from Earth. *Explain the distance of some objects in the day and night sky in relation to Earth (stars are farther away from Earth than the sun and moon). *Explain that the moon looks larger than the stars because it is closer to Earth (nearby) even though it is not larger and vice versa (far away). *Explain that the sun looks larger than the other stars because it is closer to Earth (nearby) even though it is smaller than some of the other stars and vice versa (far away). 	<ul style="list-style-type: none"> *Record observations of many kinds of animals. *Identify differences between different kinds of animals (e.g., some have feathers and some have fur, some lay eggs and some give live birth). *Identify similarities among different kinds of animals (e.g., they all swim, they all have six legs). *Sort animals by the way they look (e.g., fur, scales, feathers, fins, feet). *Sort animals by the way they move (e.g., fly, swim, slither, crawl, walk, hop). *Create a 2-dimensional and/or 3-dimensional model of an animal and its features. *Observe and explain that animals grow and change as they get older. *Discuss the needs of animals (food, water, air, space and shelter).
Inquiry Flipcharts/ Labs		Make Predictions About Gravity, p. 14	Compare Day and Night Sky, p. 9 Observe How the Sun Changes Paper, p. 13 Lesson 13: How Does the Day Sky Change?, TE p. 135	Compare Day and Night Sky, p. 9 Observe How the Sun Changes Paper, p. 13 Lesson 13: How Does the Day Sky Change?, TE p. 135		Sort Animals, p. 5
Fusion Textbook	p.240-255	TE p.243	p.130-137, 138-145	p.130-137, 138-145	TE p.133	p.56-81

