

Kindergarten

Unit1a: Weather, Seasons, and Energy

Duration: 4 weeks (October)

Unit 1b: The Sun/Energy

Duration: 4 weeks (December/January)

Desired Results		
Performance Expectations(standards):	Transfer	
	<i>Meaning</i> ENDURING UNDERSTANDINGS: Crosscutting Concepts <i>Students will understand ...</i> <ul style="list-style-type: none">• Events have causes that generate observable patterns.• Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.• Temperature changes throughout the day are a pattern in the natural world.• The cause and effect relationship between sunlight exposure and the temperature on Earth's surface.• The cause and effect relationship between the amount of sunlight an area gets and its temperature.• Seasons follow a pattern. They will determine the order of the seasons and notice the pattern that all four seasons repeat each year.• Weather follows a pattern. Students will explore the cause and effect relationship between weather tracking and hazard preparation.	
	Meaning	
	<i>Acquisition</i> Disciplinary Core Ideas <i>Students will know...</i> <ul style="list-style-type: none">• Sunlight warms Earth's surface. (K-	Science and Engineering Practices <i>Students will be skilled at...</i> <ul style="list-style-type: none">• Ask questions based on observations to find more information about the

<p>water.]</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. [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]</p>	<p>PS3-1),(K-PS3-2)</p> <ul style="list-style-type: none"> Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2) 	<p>designed world. (K- ESS3-2)</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2) Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2) Scientists use different ways to study the world. (K-PS3-1) Scientists look for patterns and order when making observations about the world. (K-ESS2-1)
<h2 style="text-align: center;">Evidence</h2>		
Evaluation Criteria	Assessment Evidence	
<p>Resources:</p> <ul style="list-style-type: none"> Tara West Kinder Science Unit 2 Little Thinkers Science Unit 2 Mystery Science “Weather Watching” Unit 	<p>PERFORMANCE TASK(S): Build a Shade Structure - Resource by Sue Cahalane https://www.teacherspayteachers.com/Product/Building-Shade-Structures-Aligns-with-NGSS-K-PS3-2-K-2-ETS1-1-K-2-ETS1-2-1728167</p>	

	OTHER EVIDENCE:
	<ul style="list-style-type: none">• Seasons Unit Assessment• Seasons Art Project• Weather Journal• Meteorologist Visit
Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	

- Seasons Unit Assessment
- Seasons Art Project
- Weather Journal
- Meteorologist Visit

Learning Plan

Summary of Key Learning Events and Instruction