

Kindergarten Science: Year at a Glance

UNIT 1: WEATHER				Instructional days: 20	
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts		
K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.	ESS2.D	Analyzing and Interpreting Data	Patterns	W.K.7	MP.2 MP.4 K.CC.A K.MD.A.1 K.MD.B.3
K-ESS3-2* Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. *	ESS3.B ETS1.A	Asking Questions and Defining Problems Obtaining, Evaluating, and Communicating Information	Cause and Effect	RI.K.1 SL.K.3	MP.4 K.CC
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.	ETS1.A	Asking Questions and Defining Problems	N/A	RI.K.1 W.K.6 W.K.8	MP.2 MP.4 MP.5 2.MD.D.10
Teacher Notes					
Instructional implementation is based on a 100-day time frame—for example, 33 weeks of instruction x 3 days per week = 99 days + 1 = 100 days of instruction. This time frame assumes a 45–60 minute instruction block. Teachers should calculate the instructional days based on their time frame.					

* Indicates connection to Engineering

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UNIT 2: PLANTS				Instructional days: 14		
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics	
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts			
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	LS1.C	Analyzing and Interpreting Data	Patterns	W.K.7	K.MD.A.2
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.	ESS3.A	Developing and Using Models	Systems and System Models	SL.K.5	MP.2 MP.4 K.CC
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	ESS2.E ESS3.C	Engaging in Argument from Evidence	Systems and System Models	RI.K.1 W.K.1 W.K.2	
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UNIT 3: ANIMALS				Instructional days: 14	
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS - Mathematics	Connections to the CCSS - ELA
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts		
K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	LS1.C	Analyzing and Interpreting Data	Patterns	W.K.7	K.MD.A.2
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.	ESS3.A	Developing and Using Models	Systems and System Models	SL.K.5	MP.2 MP.4 K.CC
K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	ESS2.E ESS3.C	Engaging in Argument from Evidence	Systems and System Models	RI.K.1 W.K.1 W.K.2	
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UNIT 4: THE HUMAN FACTOR				Instructional days: 20		
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics	
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts			
K-ESS3-3*	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things.	ESS3.C ETS1.B	Obtaining, Evaluating, and Communicating Information	Cause and Effect	W.K.2	
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.	ETS1.A	Asking Questions and Defining Problems		RI.K.1 W.K.6 W.K.8	MP.2 MP.4 MP.5 2.MD.D.10
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UNIT 5: PUSHES AND PULLS				Instructional days: 20	
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts		
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.	PS2.A PS2.B PS3.C	Planning and Carrying Out Investigations	Cause and Effect	W.K.7	MP.2 K.MD.A.1 K.MD.A.2
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 pull.*	PS2.A ETS1.A	Analyzing and Interpreting Data	Cause and Effect	RI.K.1 SL.K.3	
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.	ETS1.C	Analyzing and Interpreting Data		W.K.6 W.K.8	MP.2 MP.4 MP.5 2.MD.D.10
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UNIT 6: EFFECTS OF THE SUN				Instructional days: 12		
Performance Expectations	Learning Goals (Foundation Box)			Connections to the CCSS – ELA	Connections to the CCSS – Mathematics	
	Disciplinary Core Ideas	Science and Engineering Practices	Crosscutting Concepts			
K-PS3-1	Make observations to determine the effect of sunlight on Earth’s surface.	PS3.B	Planning and Carrying Out Investigations	Cause and Effect	W.K.7	K.MD.A.2
K-PS3-2*	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*	PS3.B	Constructing Explanations and Designing Solutions	Cause and Effect	W.K.7	K.MD.A.2
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.	ETS1.B	Developing and Using Models	Structure and Function	SL.K.5	
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.	ETS1.C	Analyzing and Interpreting Data		W.K.6 W.K.8	MP.2 MP.4 MP.5 2.MD.D.10
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