





Kindergarten Science Curriculum Map

Unit of Study	The sequence of Units of Study provides a coherent flow to science instruction throughout the year.
Interconnections Lessons	Specific lessons, listed in order of which Essential Question they correspond to, are listed in the map to help plan your pacing of material.
Science Content/Language Objectives	The Science Content and Language Objectives are to be posted for each lesson, restated to students during the lesson, and revisited at the end of each lesson. These are written as “I Can” statements.
Key Concepts for Differentiation 	<p>In an effort to assist teachers in the process of differentiation in Tier I teaching, Key Concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students.</p> <p>Key concepts cover minimum, basic skills and knowledge every student must master. Key Concepts are <u>not</u> an alternative to teaching the entire Utah Core Standards, rather they emphasize which concepts to prioritize for differentiation.</p>
Vocabulary	Use in word walls, or in science notebooks and graphic organizers.
Additional Resources/Notes	Teachers are encouraged to makes notes or jot down resources they find useful for each unit.
Assessment	Each Interconnection lesson has an assessment, but you may also look at more general options such as Exit slips, graphic organizers, class discussion, homework

Unit of Study 1	Kindergarten	Quarter 1	Science Mar 2013 ed.
<b>Concepts:</b>		<b>Skills:</b>	
Change over time, generating and communicating scientific evidence		compare/contrast skills	
<b>Standards:</b>			
<p><b>Standard II:</b> Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.  <u>Objective 2:</u> Observe and describe changes in day and night.  <u>Objective 3:</u> Compare changes in weather over time.</p> <p><b>Standard III:</b> Students will gain an understanding of Physical Science through the study of the forces of motion and the properties of materials.  <u>Objective 1:</u> Identify how non-living things move.</p> <p><b>Standard IV:</b> Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.  <u>Objective 1:</u> Investigate living things.  <u>Objective 2:</u> Describe the parts of living things</p>			
Science Content Objectives	Vocabulary students should use		Lessons
<ul style="list-style-type: none"> <li>I can observe and describe changes in day and night.</li> <li>I can compare changes in weather over time.</li> <li> I can identify how non-living things move.</li> <li> I can investigate living things.</li> <li> I can describe the parts of living things</li> </ul>	<ul style="list-style-type: none"> <li>back &amp; forth</li> <li>bitter</li> <li>bounce</li> <li>change</li> <li>clear</li> <li>fast</li> <li>float</li> <li>foggy</li> <li>forecast</li> <li>glide</li> <li>grow</li> <li>heat</li> <li>light</li> <li>living vs. non-living</li> <li>partly cloudy</li> <li>pattern</li> <li>predict</li> <li>push &amp; pull</li> </ul>	<ul style="list-style-type: none"> <li>roll</li> <li>round and round</li> <li>senses</li> <li>shadow</li> <li>sight</li> <li>slide</li> <li>slow</li> <li>smell</li> <li>sound</li> <li>spin</li> <li>straight line</li> <li>summer</li> <li>sweet</li> <li>swing</li> <li>taste</li> <li>temperature</li> <li>touch</li> <li>weather</li> <li>zigzag</li> </ul>	<ul style="list-style-type: none"> <li>You Know It's Summer When...</li> <li>A Summer Season Walk</li> <li>A Tree in Every Season - Summer</li> <li>Discover Parts of a Plant*</li> <li>Charting the Weather</li> <li>Seasons: What is Weather?</li> <li>Discover Shadows</li> <li>Shadows and Temperature</li> <li>Flippers and Fins*</li> <li>Rolling, Spinning and Sliding*</li> <li>Day and Night in the Summer</li> </ul> <p><i>*Key Concepts are covered in these lessons.</i></p> <p><b>Additional Resources:</b></p>
Science Language Objectives			
<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a science text.</li> <li>Identify major events in a science story.</li> <li>Ask and answer questions about unknown science words in a text.</li> <li>Describe the connection between pieces of information in a science text.</li> <li>Identify similarities and differences between images/texts on the same science topic.</li> <li>Add drawings to descriptions to provide detail.</li> <li>Speak audibly and express ideas clearly.</li> </ul>			
<p><b>Assessment Options:</b> Interconnections lessons-each lesson has an assessment  General: Exit slips, graphic organizer, class discussion, homework</p>			

Unit of Study 2	Kindergarten	Quarter 2		Science Mar 2013 ed.
<b>Concepts:</b>		<b>Skills:</b>		
Change over time, generating and communicating scientific evidence		compare/contrast skills		
<b>Standards:</b>				
<p><b>Standard II:</b> Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.</p> <p><u>Objective 1:</u> Investigate non-living things.</p> <p><u>Objective 2:</u> Observe and describe changes in day and night.</p> <p><u>Objective 3:</u> Compare changes in weather over time.</p> <p><b>Standard IV:</b> Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.</p> <p><u>Objective 1:</u> Investigate living things.</p> <p><u>Objective 2:</u> Describe the parts of living things.</p>				
Science Content Objectives	Vocabulary students should use		Lessons	
<ul style="list-style-type: none"> <li>I can investigate non-living things.</li> <li>🔑 I can observe and describe changes in day and night.</li> <li>🔑 I can compare changes in weather over time.</li> <li>I can investigate living things.</li> <li>I can describe the parts of living things.</li> </ul>	<ul style="list-style-type: none"> <li>autumn</li> <li>back and forth</li> <li>bitter</li> <li>bounce</li> <li>change</li> <li>clear</li> <li>fall</li> <li>fast</li> <li>float</li> <li>foggy</li> <li>forecast</li> <li>grow</li> <li>heat</li> <li>light</li> <li>living vs. non-living</li> <li>partly cloudy</li> <li>pattern</li> <li>predict</li> <li>push &amp; pull</li> </ul>	<ul style="list-style-type: none"> <li>roll</li> <li>round &amp; round</li> <li>senses</li> <li>shadow</li> <li>sight</li> <li>slide</li> <li>slow</li> <li>smell</li> <li>soil</li> <li>sound</li> <li>spin</li> <li>straight line</li> <li>swing</li> <li>temperature</li> <li>touch</li> <li>weather</li> <li>wind</li> <li>zigzag</li> </ul>	<ul style="list-style-type: none"> <li>You Know it is Fall When...*</li> <li>A Fall Season Walk*</li> <li>A Tree in Every Season – Fall*</li> <li>Seasons: What is Weather?*</li> <li>Shadows in Fall*</li> <li>Bats, Cats and Turkeys, Oh My!</li> <li>Rocks, Wind and Water</li> <li>Day and Night in the Fall*</li> </ul> <p><i>*Key Concepts are covered in these lessons.</i></p> <p><b>Additional Resources:</b></p>	
Science Language Objectives				
<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a science text.</li> <li>Identify major events in a science story.</li> <li>Ask and answer questions about unknown science words in a text.</li> <li>Describe the connection between pieces of information in a science text.</li> <li>Identify similarities and differences between images/texts on the same science topic.</li> <li>Add drawings to descriptions to provide detail.</li> <li>Speak audibly and express ideas clearly.</li> </ul>				
<b>Assessment Options:</b> Interconnections lessons-each lesson has an assessment				
General: Exit slips, graphic organizer, class discussion, homework				

Unit of Study 3	Kindergarten	Quarter 3	Science Mar 2013 ed.
<b>Concepts:</b>		<b>Skills:</b>	
Change over time, generating and communicating scientific evidence		compare/contrast skills	
<b>Standards:</b>			
<p><b>Standard II:</b> Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.  <i>Objective 3:</i> Compare changes in weather over time.</p> <p><b>Standard IV:</b> Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.  <i>Objective 1:</i> Investigate living things.  <i>Objective 2:</i> Describe the parts of living things.</p>			
Science Content Objectives	Vocabulary students should use	Lessons	
<ul style="list-style-type: none"> <li>☛ I can compare changes in weather over time.</li> <li>☛ I can investigate living things.</li> <li>☛ I can describe the parts of living things.</li> </ul>	<ul style="list-style-type: none"> <li>• bitter</li> <li>• fall</li> <li>• foggy</li> <li>• forecast</li> <li>• living vs. non-living</li> <li>• partly cloudy</li> <li>• pattern</li> <li>• predict</li> <li>• salty</li> <li>• spring</li> <li>• summer</li> <li>• weather</li> <li>• winter</li> </ul>	<ul style="list-style-type: none"> <li>• You Know It's Winter When...*</li> <li>• A Winter Season Walk</li> <li>• A Tree in Every Season...Winter</li> <li>• Seasons: What is Weather?*</li> <li>• Shadows in the Winter*</li> <li>• Polar Bears and Penguins*</li> </ul> <p><i>*Key Concepts are covered in these lessons.</i></p> <p><b>Additional Resources:</b></p>	
Science Language Objectives			
<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a science text.</li> <li>• Identify major events in a science story.</li> <li>• Ask and answer questions about unknown science words in a text.</li> <li>• Describe the connection between pieces of information in a science text.</li> <li>• Identify similarities and differences between images/texts on the same science topic.</li> <li>• Add drawings to descriptions to provide detail.</li> <li>• Speak audibly and express ideas clearly.</li> </ul>			
<p><b>Assessment Options:</b> Interconnections lessons-each lesson has an assessment            General: Exit slips, graphic organizer, class discussion, homework</p>			

Unit of Study 4	Kindergarten	Quarter 4		Science Mar 2013 ed.
<b>Concepts:</b>			<b>Skills:</b>	
Change over time, generating and communicating scientific evidence			compare/contrast skills	
<b>Standards:</b>				
<p><b>Standard II:</b> Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.  <u>Objective 2:</u> Observe and describe changes in day and night  <u>Objective 3:</u> Compare changes in weather over time.</p> <p><b>Standard III:</b> Students will gain an understanding of Physical Science through the study of the forces of motion and the properties of materials.  <u>Objective 2:</u> Describe parts of non-living things.</p> <p><b>Standard IV:</b> Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.  <u>Objective 1:</u> Investigate living things.  <u>Objective 2:</u> Describe the parts of living things.</p>				
Science Content Objectives		Vocabulary students should use		Lessons
<ul style="list-style-type: none"> <li>🔑 I can observe and describe changes in day and night <ul style="list-style-type: none"> <li>• I can observe changes in weather over time.</li> </ul> </li> <li>🔑 I can describe parts of non-living things.</li> <li>🔑 I can investigate living things.</li> <li>🔑 I can describe the parts of living things.</li> </ul>		<ul style="list-style-type: none"> <li>• pattern</li> <li>• change</li> <li>• heat</li> <li>• light</li> <li>• temperature</li> <li>• shadow</li> <li>• weather</li> <li>• partly cloudy</li> <li>• foggy</li> </ul>	<ul style="list-style-type: none"> <li>• clear</li> <li>• winter</li> <li>• predict</li> <li>• forecast</li> <li>• living vs. non-living</li> <li>• change</li> <li>• grow</li> <li>• part</li> <li>• whole</li> </ul>	<ul style="list-style-type: none"> <li>• You Know It's Spring When...</li> <li>• A Spring Season Walk</li> <li>• A Tree for Every Season...Spring</li> <li>• Seeds and Plants*</li> <li>• Seasons: What is Weather?</li> <li>• Shadows in the Spring</li> <li>• Animal Babies*</li> <li>• Slither and Hop*</li> <li>• Parts and Whole*</li> </ul> <p><i>*Key Concepts covered in these lessons.</i></p> <p><b>Additional Resources:</b></p>
Science Language Objectives				
<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a science text.</li> <li>• Identify major events in a science story.</li> <li>• Ask and answer questions about unknown science words in a text.</li> <li>• Describe the connection between pieces of information in a science text.</li> <li>• Identify similarities and differences between images/texts on the same science topic.</li> <li>• Add drawings to descriptions to provide detail.</li> </ul> <p>Speak audibly and express ideas clearly.</p>				
<p><b>Assessment Options:</b> Interconnections lessons-each lesson has an assessment  General: Exit slips, graphic organizer, class discussion, homework</p>				