

Grade Level: K

Course: Science

Timeline/ Month(s) /Rotation (include date of rotation]	Content / concept	Grade Level Expectations (GLE's) [include GLE number & statement]	Skill(s) Use verbs to describe student's expected performance (i.e., identify nouns, describe components)	Resources (books, kits, guest speakers, models, etc.)	List all measures you used to check student understanding (e.g assessments, performance, projects, homework)
Fall Rotation: Fabric (3 months)	Physical Science: Fabric	<p>K-1 SYSB - Given an illustration of a whole object or organism, identify at least 5 different parts.</p> <p>K-1 APPB – Choose a material or object, to meet a specific need (e.g., cloth for raincoat rather than paper, darker cloth rather than a lighter one to keep out light).</p> <p>K-1 APPD – Apply the abilities of counting, measuring, and classifying to solving a technological problem (e.g., What types of cloth can we wear? What type of cloth is used for what purpose?).</p>	Explore, investigate, play interactively, sort, identify, compare, wash, clean, dry, dye, weave, and create.	FOSS Science Kit Samples of hand & machine stitched items <u>From Cotton to Fabric,</u> <u>A New Coat for Anna,</u> and <u>Harry the Dirty Dog</u>	Observations Project completion: weaving, dying Entries in K Fabric Writing Journal Engagement; question asking
Spring Rotation: Animals 2x2 (3 months)	Living Systems: Animals	<p>K-1 INQA – Follow up a question by looking for an answer through their own activities, (e.g., making observations or trying things out) rather than only asking an adult to answer the question.</p> <p>K-1 INQD – Express a need to repeat observations to be certain the results are correct.</p> <p>K-1 APPC – Develop a creative solution to solve a simple problem (e.g., design an aquarium for a paper fish).</p> <p>K-1 APPD – Apply the abilities of counting, measuring, and classifying to solving a technological problem (e.g., Is that enclosure big enough for a pet fish, worm, and/or worm to live in?</p>	Explore, investigate, classify, identify structure, behavior and basic needs, develop respect and care skills, build knowledge of environmental conditions	FOSS Science Kit Living Animals Worm Bin Aquariums Fish Food <u>Swimmy, Inchworm,</u> <u>Diary of a Worm,</u> and <u>Wiggling Worms at Work</u> ,	Observations Daily care of animals Entries in Kindergarten Animal Writing Journals Engagement; asking questions

	<p>What type of food can it eat? How much food should I put into the enclosure?).</p> <p>K-1 LS1B – Identify the external parts of different animals (organisms) (e.g. scales, fins, head, eyes, gills, and antenna).</p> <p>K-1 LS1C – Observe how parts of an organism look under a magnifier and draw or use words to describe some of them.</p> <p>K-1 LS1D – Compare how different animals use body parts to see, hear, grasp objects, and move from place to place (e.g., fish use fins to swim).</p> <p>K-1 LS1E – Compare how different animals obtain food (e.g., a squirrel hunts for nuts; some insects find nectar in flowers; many shop for food in stores).</p> <p>K-1 LS1F – Describe how various animals obtain air (e.g., many animals breathe air through their nose and mouth; fish use gills to obtain air in the water).</p> <p>K-1 LS2A – Describe an area near their home or school where many different plants and animals live together (e.g., a lawn, a vacant lot, a wooded park, a flower bed).</p> <p>K-1 LS2B – Identify the characteristics of a habitat that enable it to support the growth of many different organisms (e.g., having comfortable temperature, clean water to drink, food to eat, protected places to sleep).</p> <p>K-1 LS2C – List some things that humans do that might harm plants and animals in a given habitat</p>			
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		(e.g., throwing litter in a pond might make it more difficult for fish to find food, or might poison some of the organisms that live there).			