

Grade Level	Kindergarten
Subject	Science
Semester 1	Quarter 1
Standards	<p>Engineering, Technology, and Applications of Science (ETS) Standards are embedded throughout curriculum:</p> <ul style="list-style-type: none"> • K.ETS1.1 • K.ETS1.2 • K.ETS2.1
Objectives/I Can Statements	<ul style="list-style-type: none"> • I can identify and describe the five senses. • I can use the five senses to observe and gather information about the world. • I can identify the sensory organ associated with each sense. • I can observe many properties of one thing. • I can ask and answer questions about the scientific world. • I can explain how humans use five senses in making scientific findings. • I can observe and describe things by drawing or labeling pictures. • I can pose questions about things and surroundings. • I can identify science processes. • I can demonstrate how science processes can be used to describe things and investigate questions. • I can identify science tools. • I can recognize how science tools help in investigations. • I can use a hand lens, measuring cup, thermometer, balance, and ruler to make observations and answer testable scientific questions. • I can describe safe ways to conduct investigations. • I can explain that people find solutions to problems. • I can identify engineers as people who solve problems. • I can describe objects by drawing pictures. • I can identify the steps in the design process. • I can describe objects by drawing a picture.
Topics	<ul style="list-style-type: none"> • Five senses • Science observation and processes • Science tools and their uses • Engineers solve problems • Design process
Vocabulary	Touch, smell, hear, see, taste, observe, compare, measure, classify, hand lens, balance, thermometer, ruler, measuring cup, engineer, problem, solve, design
Summary of Key Learning Events/Instruction	<ul style="list-style-type: none"> • Identify the five senses and the sensory organ for each sense • Use the five senses to make observations • Recognize and use age-appropriate science tools • Using problems and solutions in investigations • Understanding the design process as the work of engineers
Instructional Materials/Resources	<ul style="list-style-type: none"> • HMH Tennessee Science Units 1 • Text sets of trade books
Assessment	<ul style="list-style-type: none"> • Daily assignments • Exit Tickets • Individual and group projects • Formative assessments • Summative assessments

Grade Level	Kindergarten
Subject	Science

Semester 1	Quarter 2
Standards	<ul style="list-style-type: none"> • K.PS1.1 • K.PS1.2 • K.PS1.3 • K.LS1.1 • K.LS1.2 • K.LS3.1 <p>Engineering, Technology, and Applications of Science (ETS) Standards are embedded throughout curriculum:</p> <ul style="list-style-type: none"> • K.ETS1.1 • K.ETS1.2 • K.ETS2.1
Objectives/I Can Statements	<ul style="list-style-type: none"> • I can identify matter as a solid, a liquid, or a gas. • I can observe and describe properties of objects. • I can compare and classify objects based observable properties. • I can plan and conduct investigations to observe and test matter in different states. • I can describe how paper and clay can be changed. • I can recognize that the shape of materials can be changed by cutting, tearing, crumpling, smashing or rolling. • I can recognize physical changes of matter. • I can identify the parts and materials that make up an object. • I can use evidence to describe how objects can be taken apart or disassembled to make a new object. • I can use evidence to describe how different objects can be made from the same set of pieces. • I can classify things as living and nonliving. • I can describe characteristics of living and nonliving things. • I can sort living and nonliving things. • I can recognize that some books and other media portray animals and plants with characteristics that they do not have in real life. • I can identify characteristics of real and pretend animals and plants. • I can compare real and pretend animals and plants. • I can compare animals by size, shape, or body covering. • I can observe and describe similarities and differences in the appearance of animals. • I can identify and name body parts of animals. • I can identify ways animals move. • I can observe and illustrate what an animal needs. • I can recognize that animals need food, water, air, and shelter to survive. • I can identify how people help pets meet their needs. • I can observe similarities between the basic needs of humans and the basic needs of other animals. • I can describe an animal's life cycle. • I can recognize that animals' growth and change occur gradually. • I can recognize that some young animals look like their parents and some do not. • I can sequence pictures to show how animals grow and change.
Topics	<ul style="list-style-type: none"> • States of matter (solid, liquid, gas) • Physical change of matter • Living and nonliving things • Real and pretend animals and plants • Characteristics of animals • Basic needs of animals and humans • Animals grow and change

Vocabulary	Living things, nonliving things, real, pretend, fur, feathers, scales, food, air, water, shelter, life cycle
Summary of Key Learning Events/Instruction	<ul style="list-style-type: none"> • Classify matter • Change matter • Make new objects • Classify living and nonliving things • Animals and what they need to survive • How animals grow and change
Instructional Materials/Resources	<ul style="list-style-type: none"> • HMH Tennessee Science Units 2 and 3 • Text sets of trade books
Assessment	<ul style="list-style-type: none"> • Daily assignments • Exit Tickets • Individual and group projects • Formative assessments • Summative assessments

Grade Level	Kindergarten
Subject	Science
Semester 2	Quarter 3
Standards	<ul style="list-style-type: none"> • K.LS1.1 • K.LS3.1 • K.ESS3.1 • K.ESS3.3 <p>Engineering, Technology, and Applications of Science (ETS) Standards are embedded throughout curriculum:</p> <ul style="list-style-type: none"> • K.ETS1.1 • K.ETS1.2 • K.ETS2.1
Objectives/I Can Statements	<ul style="list-style-type: none"> • I can identify the similarities and differences between plants and animals. • I can identify trees, shrubs, and grasses as kinds of plants. • I can draw conclusions about kinds of plants. • I can observe and describe the sizes and shapes of plants. • I can sort plants into groups based on their physical characteristics. • I can examine variations among individuals of the same kind of plant. • I can identify differences between plants and animals. • I can recognize that plants need water, air, light, soil, and space to grow. • I can observe and compare the growth of plants. • I can infer reasons why plants are healthy or not healthy. • I can predict the growth of a plant based on whether it is getting what it needs. • I can recognize that stems, roots, leaves, flowers, fruits, and seeds are parts of plants. • I can observe and identify the parts of a plant. • I can describe how plant parts help a plant live. • I can describe the sequence of stages in a plant's life cycle. • I can observe stages that are part of the life cycle of a plant: seed, seedling, plant, flower, and fruit. • I can identify ways that young plants resemble their parent plants. • I can understand that animals and plants are found in different habitats and environments. • I can know that animals need food, water, shelter, and space to live. • I can describe different environments where animals and plants live. • I can make a model environment for animals and plants. • I can describe how many animals and plants depend on one another. • I can understand how animals and plants can change their surroundings. • I can describe pollution and how it affects living things in the environment. • I can identify solutions that help to care for our land, air and water.
Topics	<ul style="list-style-type: none"> • Types of Plants • What Plants Need • Plant Parts • Plants Grow and Change • Home for Living Things • Animals and Plants Together • Caring for Habitats
Vocabulary	Tree, shrub, grass, light, air, soil, space to grow, water, leaf, fruit, flower, roots, stem, seeds, sprout, seedling, adult plant, habitat, shelter, pollution
Summary of Key Learning Events/Instruction	<ul style="list-style-type: none"> • Classify matter • Change matter

	<ul style="list-style-type: none"> • Make new objects • Classify living and nonliving things • Animals and what they need to survive • How animals grow and change
Instructional Materials/Resources	<ul style="list-style-type: none"> • HMH Tennessee Science Units 2 and 3 • Text sets of trade books
Assessment	<ul style="list-style-type: none"> • Daily assignments • Exit Tickets • Individual and group projects • Formative assessments • Summative assessments

Grade Level	Kindergarten
Subject	Science
Semester 2	Quarter 4
Standards	<ul style="list-style-type: none"> • K. ESS2.1 • K.ESS2.2 • K.ESS3.2 <p>Engineering, Technology, and Applications of Science (ETS) Standards are embedded throughout curriculum:</p> <ul style="list-style-type: none"> • K.ETS1.1 • K.ETS1.2 • K.ETS2.1
Objectives/I Can Statements	<ul style="list-style-type: none"> • I can identify and describe weather conditions. • I can observe and determine the effects of weather on human activities. • I can observe and describe day-to-day weather changes. • I can identify and demonstrate the use of a thermometer, rain, gauge, and a windsock. • I can use common tools to measure weather. • I can use tools to observe and identify weather changes from day to day. • I can identify different kinds of cloud cover. • I can describe weather patterns that occur over time. • I can analyze and interpret weather data by looking at pictures. • I can develop and use models to predict the weather. • I can identify kinds of severe weather. • I can describe the purpose of weather. • I can describe the purpose of weather forecasting. • I can identify ways people prepare for and respond to severe weather. • I can identify seasonal changes as a repeating pattern. • I can identify and describe the characteristics of the four seasons. • I can describe how the seasons affect plants and animals.
Topics	<ul style="list-style-type: none"> • Weather • Measuring Weather • Predicting Weather • Severe Weather • Seasons
Vocabulary	Weather, sunny, snowy, rainy, cloudy, windy, thermometer, windsock, rain gauge, cloud cover, thunderstorm, tornado, hurricane, spring, summer, fall, winter
Summary of Key Learning Events/Instruction	<ul style="list-style-type: none"> • Classify matter • Change matter • Make new objects • Classify living and nonliving things • Animals and what they need to survive • How animals grow and change
Instructional Materials/Resources	<ul style="list-style-type: none"> • HMH Tennessee Science Units 2 and 3 • Text sets of trade books
Assessment	<ul style="list-style-type: none"> • Daily assignments • Exit Tickets • Individual and group projects • Formative assessments • Summative assessments