

# Curriculum Map: Kindergarten Science 2020-21

Course: Science1 Sub-topic: General

Grade(s): Kindergarten

**Course Description:** This Course is includes introductory level science topics such as:

- Life processes of animals and plants
- Scientific inquiry and observation
- Force and motion
- Matter
- Earth patterns, seasons, and weather

The lessons are taught in a monthly, thematic series throughout the year.

**Course Textbooks, Workbooks, Materials Citations:** Scholastic Let's Find Out magazine subscription is the core of this course, along with Mystery Science Subscription (Mystery Doug for primary level). Supplemental worksheets and booklets chosen from Teacher's Helper magazine and Teachers pay Teachers resources are used as needed. Books from our personal story libraries are an integral part of these lessons as well.

## Unit: Seasons: Summer/Fall

Timeline: Week 2 to 4

**Unit Description:** This unit focuses on seasonal concepts of summer and fall such as the weather, plants and activities that occur during these seasons. A big focus is put on the subject of apples as the student learns the importance of apples as a food resource and how they grow.

**Unit Essential Questions:** What kind of weather will occur in Summer/Fall?

What food resources are available during these seasons?

What happens with other living things during these seasons?

How do organisms live, grow, respond to their environment, and reproduce?

How and why is Earth constantly changing?

**Unit Big Ideas:** It is important for students to understand the characteristics of Summer and Fall weather in order to make logical decisions about how to dress and what resources are available during this time of year. It is also important to know the status of other living things during this time in order to be aware and accountable for our surroundings.

**Unit Materials:** Scholastic Let's Find Out magazine; TpT and Teacher's Helper WS; Mystery Doug Video: What's the Biggest Apple in the World; Story of Johnny Appleseed

**Unit Key Terminology & Definitions:** Environment  
Leaves

Organism

Patterns

Roots

Stems

Structure

Survive

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.PK.C \(Advanced\)](#)

With prompting and support, make connections between information in a text and personal experiences.

<a href="#">CC.1.2.K.J (Advanced)</a>	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
<a href="#">CC.1.2.3.C (Advanced)</a>	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
<a href="#">CC.1.3.K.C (Advanced)</a>	With prompting and support, identify characters, settings, and major events in a story.
<a href="#">CC.1.4.K.G (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
<a href="#">CC.1.4.K.W (Advanced)</a>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

(\* standards consolidated from Topic level)

**Topic: Summer Fun Activity**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.PK.C \(Advanced\)](#) With prompting and support, make connections between information in a text and personal experiences.

**Topic: All About Apples**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.G \(Advanced\)](#) Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

[CC.1.4.K.W \(Advanced\)](#) With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

**Topic: Applesauce Recipe**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.3.C \(Advanced\)](#) Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

**Topic: Apple Tree Life Cycle**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.3.C \(Advanced\)](#) Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

**Topic: Fall Changes**

Minutes for Topic: 60

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

**Topic: Johnny Appleseed**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.3.K.C \(Advanced\)](#)

With prompting and support, identify characters, settings, and major events in a story.

**Unit: Look at Leaves**

Timeline: Week 5 to 6

**Unit Description:** This unit sequences the life cycle of trees and how the change of color in the leaves signify a change of season. It offers an introduction to how/why living things are affected by the change of seasons.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

**Unit Materials:** Scholastic Let's Find Out magazine; Mystery Doug video: Why do leaves change color in the Fall?; TpT and Teacher's Helper WS;

**Unit Key** Cause and effect

**Terminology & Definitions:**

Leaves

Environment

Organism

Roots

Stems

Structure

Survive

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.D \(Advanced\)](#)

Make logical connections between drawing and dictation/writing.

[CC.1.4.K.E \(Advanced\)](#)

With prompting and support, illustrate using details and dictate/write using descriptive words.

(\* standards consolidated from Topic level)

**Topic: Veins in Leaves**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.D \(Advanced\)](#)

Make logical connections between drawing and dictation/writing.

**Topic: Shapes and Color of Leaves**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.E \(Advanced\)](#)

With prompting and support, illustrate using details and dictate/write using descriptive words.

**Unit: Pumpkins**

Timeline: Week 7 to 8

**Unit** This unit sequences the life cycle of a pumpkin as it grows, introduces vocabulary of plant

**Description:** parts and stages and offers an introduction to the usefulness of living things.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Plants need water and light in order to live and grow.

**Unit Materials:** Scholastic Let's Find Out magazine; TpT and Teacher's Helper WS; Mystery Doug Video: Why are Pumpkins Orange?

**Unit Key Terminology & Definitions:** Leaves  
Environment  
Organism  
Roots  
Stems  
Structure  
Survive

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.3.C \(Advanced\)](#) Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

[CC.1.4.K.J \(Advanced\)](#) Make logical connections between drawing and writing.

(\* standards consolidated from Topic level)

**Topic: Parts of a pumpkin**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.J \(Advanced\)](#) Make logical connections between drawing and writing.

**Topic: Pumpkin Life Cycle**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.3.C \(Advanced\)](#) Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

**Topic: More with pumpkins...**

Minutes for Topic: 20

**Unit: Nocturnal Animals**

Timeline: Week 8

**Unit Description:** This unit identifies the term "nocturnal" and introduces students to animals that share this characteristic. It offers an introduction to the concept of survival and adaptation in animal species. As a bonus, students learn why things glow in the dark.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Living things need water, air, and resources from the land, and they live in places that have the things they need.

Interactions between any two objects can cause changes in one or both.

**Unit Materials:** Scholastic Let's Find Out magazine; TpT and Teacher's Helper WS; Mystery Doug Video: How do things glow in the dark? or Why do we have tears when we cry? (bonus about animal eyes)

**Unit Key Terminology & Definitions:** Habitat  
Model  
Needs  
Relationship  
Cause and effect  
Explanation

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.L \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.

(\* standards consolidated from Topic level)

**Topic: What is nocturnal?**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

**Topic: Facts about Spiders**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.L \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.

**Topic: Facts about Bats**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.

[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

**Topic: Facts about Owls**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.A \(Advanced\)](#)

With prompting and support, identify the main idea and retell key details of text.

**Unit: Skeletal System**

Timeline: Week 9

**Unit Description:** This unit identifies our bones as a part of our skeletal system, states the purpose of our skeleton and labels some of the main parts of our skeletal system.

**Unit Essential Questions:** How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?

**Unit Big Ideas:** Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.

All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

**Unit Materials:** TpT and Teacher's Helper WS;

**Unit Key Terminology & Definitions:** Function, Patterns, Structure

skull, spine, ribs, bones

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.B \(Advanced\)](#)

With prompting and support, answer questions about key details in a text.

[CC.1.4.K.J \(Advanced\)](#)

Make logical connections between drawing and writing.

(\* standards consolidated from Topic level)

**Topic: Parts of your skeleton**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.J \(Advanced\)](#)

Make logical connections between drawing and writing.

**Topic: Purpose of your skeleton**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.B \(Advanced\)](#)

With prompting and support, answer questions about key details in a text.

**Unit: Farm to market**

Timeline: Week 11 to 12

**Unit Description:** This unit identifies and classifies foods such as fruits and vegetables and sequences the basic route of how they arrive to our tables. Specifically, students will learn the process of how these resources came to be at the first Thanksgiving, as well as how they can be made into a modern meal of soup today.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?

What living things be used as resources for other living things to survive?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Living things need water, air, and resources from the land, and they live in places that have the things they need.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: How is Syrup Made? or WHO invented pizza?; multiple versions of Stone Soup; the Tale of The Little Red Hen;

**Unit Key**

**Terminology & Definitions:** Environment, Leaves, Organism, Patterns, Roots, Stems, Structure, Survive

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.3.K.C \(Advanced\)](#) With prompting and support, identify characters, settings, and major events in a story.

[CC.1.3.K.H \(Advanced\)](#) Compare and contrast the adventures and experiences of characters in familiar stories.

[CC.1.4.K.C \(Advanced\)](#) With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

[CC.1.4.K.P \(Advanced\)](#) Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

(\* standards consolidated from Topic level)

**Topic: Id. Fruits and Vegetables**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.C \(Advanced\)](#) With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**Topic: Stone Soup Recipe**

Minutes for Topic: 60

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.3.K.H \(Advanced\)](#) Compare and contrast the adventures and experiences of characters in familiar stories.

[CC.1.4.K.P \(Advanced\)](#) Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Topic: Wheat to Bread**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.3.K.C \(Advanced\)](#) With prompting and support, identify characters, settings, and major events in a story.

[CC.1.3.K.H \(Advanced\)](#) Compare and contrast the adventures and experiences of characters in familiar stories.

## Unit: Turkeys

Timeline: Week 12

**Unit Description:** This unit introduces the student to turkeys and their characteristics, labeling their physical structure and how they can be used as a food resource.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?  
What role do turkeys play in the history of human survival?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Animals need food (plants and other animals) and water in order to live and grow.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: Why do people eat turkey for Thanksgiving? and What is that red thing on a turkey's head?

**Unit Key Terminology & Definitions:** Habitat  
Model  
Needs  
Relationship

### STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.  
[CC.1.4.K.E \(Advanced\)](#) With prompting and support, illustrate using details and dictate/write using descriptive words.  
[CC.1.4.K.M \(Advanced\)](#) Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

(\* standards consolidated from Topic level)

### Topic: Facts about Turkeys

Minutes for Topic: 20

#### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.

### Topic: Turkeys for Thanksgiving

Minutes for Topic: 20

#### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.K.E \(Advanced\)](#) With prompting and support, illustrate using details and dictate/write using descriptive words.  
[CC.1.4.K.M \(Advanced\)](#) Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

## Unit: Reindeer

Timeline: Week 16

**Unit** This unit introduces the student to the characteristics of a reindeer, how it survives in its



**Description:** environment as well as its role as a work animal in different parts of the world.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?

What inventions have taken the place of animals in the work field?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Animals need food (plants and other animals) and water in order to live and grow.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS;

**Unit Key Terminology & Definitions:** Habitat

Model

Needs

Relationship

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.L \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.

(\* standards consolidated from Topic level)

**Topic: Reindeer Facts**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.L \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.

**Unit: Seasons: Winter**

Timeline: Week 18 to 19

**Unit Description:** This unit reviews the four seasons and identifies the seasonal characteristics of winter such as the weather and winter activities. Students learn how living things function during this season with a big focus on survival tactics such as hibernation, migration, and adaptation.

**Unit Essential Questions:** What activities are more suitable for winter time?

How do we dress in the winter and what other ways can humans stay warm?

What do animals need to do in order to survive in the winter?

**Unit Big Ideas:** It is important for students to understand the characteristics of winter weather in order to make logical decisions about how to dress and what resources are available during this time of year. It is also important to know the status of other living things during this time in order to be aware and accountable for our surroundings.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: Why do bears hibernate?

**Unit Key Terminology & Definitions:** Habitat

Model

Needs

Relationship

hibernation

migration

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.
<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
<a href="#">CC.1.4.K.G (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

(\* standards consolidated from Topic level)

**Topic: Dress for the Season**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.4.K.B (Advanced)</a>	Use a combination of drawing, dictating, and writing to focus on one specific topic.
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**Topic: Winter Weather**

Minutes for Topic: 60

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.K.G (Advanced)</a>	Answer questions to describe the relationship between illustrations and the text in which they appear.
<a href="#">CC.1.4.K.G (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

**Topic: Animals in Winter**

Minutes for Topic: 60

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.K.E (Advanced)</a>	Read emergent-reader text with purpose and understanding.
<a href="#">CC.1.2.K.L (Advanced)</a>	Actively engage in group reading activities with purpose and understanding.

**Unit: Arctic Regions**

Timeline: Week 21 to 22

**Unit Description:** This unit describes the arctic region and identifies it as a habitat. Students will learn the names of animals that live in the arctic and learn ways that these animals survive.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?  
What are some similarities of arctic animals that help them to survive the cold?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Living things need water, air, and resources from the land, and they live in places that have the things they need.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: What is the coldest place on Earth?

**Unit Key Terminology & Definitions:** Habitat  
Model  
Needs  
Relationship

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.  
[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.  
[CC.1.2.K.H \(Advanced\)](#) With prompting and support, identify the reasons an author gives to support points in a text.  
[CC.1.2.K.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

(\* standards consolidated from Topic level)

**Topic: Arctic vocabulary**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

**Topic: How Arctic Animals Survive**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.H \(Advanced\)](#) With prompting and support, identify the reasons an author gives to support points in a text.  
[CC.1.2.K.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

**Topic: Facts about Penguins**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.A \(Advanced\)](#) With prompting and support, identify the main idea and retell key details of text.

**Unit: Ground Hog Day**

Timeline: Week 23

**Unit Description:** This unit introduces the student to the groundhog along with other burrowing animals similar to them. Students are given the opportunity to make a prediction based on given facts.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?

What are some factors that might determine whether or not the ground hog sees its shadow?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Animals have identifiable structures and behaviors.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video:

**Unit Key** cause and effect

**Terminology &**

**Definitions:** predict

shadows

light

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.H  
\(Advanced\)](#)

Form an opinion by choosing between two given topics.

(\* standards consolidated from Topic level)

**Topic: Ground Hog Day Predictions**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.H \(Advanced\)](#)

Form an opinion by choosing between two given topics.

**Topic: Ground Hogs and other Burrow animals**

Minutes for Topic: 20

**Unit: Dental Health**

Timeline: Week 25 to 26

**Unit** This unit identifies our teeth as an important part of our body, lists ways to care for our teeth  
**Description:** and offers explanations why the healthy choices we make in our diet are important.

**Unit Essential** Why is it important to care for your teeth as a child?

**Questions:**

What foods are healthy choices and why should we avoid eating too many sugary foods?

What are some important habits that keep your teeth healthy and clean?

**Unit Big Ideas:** Interactions between any two objects can cause changes in one or both.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: Why do we Yawn?

**Unit Key** baby teeth

**Terminology &**

**Definitions:** flouride

permanent

decay

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.K.B \(Advanced\)](#) With prompting and support, answer questions about key details in a text.
- [CC.1.2.K.H \(Advanced\)](#) With prompting and support, identify the reasons an author gives to support points in a text.
- [CC.1.2.K.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

(\* standards consolidated from Topic level)

**Topic: Look at teeth**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.K.B \(Advanced\)](#) With prompting and support, answer questions about key details in a text.

**Topic: Effects of Sugar on our Teeth**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.K.H \(Advanced\)](#) With prompting and support, identify the reasons an author gives to support points in a text.
- [CC.1.2.K.J \(Advanced\)](#) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

**Unit: Weather**

Timeline: Week 10

**Unit Description:** This unit looks at different kinds of weather, identifies the effects of wind as good or bad, and offers an explanation as to what causes the wind to blow.

**Unit Essential Questions:** How and why is Earth constantly changing?

Why is wind common during the Spring and Fall seasons?

What effects does the wind cause and how can it be both helpful and harmful?

**Unit Big Ideas:** The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.

Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: What is worse? A tornado or a hurricane?

**Unit Key Terminology & Definitions:** Sunny, Changes, Cloudy, Cold, Cool, Describe, Foggy, Hot, Observe, Partly Cloudy, Patterns, Predict, Rainy, Snowy, Warm, Weather, Windy

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a

	text.
<a href="#">CC.1.4.K.A (Advanced)</a>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
<a href="#">CC.1.4.K.C (Advanced)</a>	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

(\* standards consolidated from Topic level)

### Topic: Lion and Lamb Weather (comparisons)

Minutes for Topic: 40

#### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.K.A \(Advanced\)](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.

[CC.1.4.K.C \(Advanced\)](#) With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

### Topic: What makes the Wind?

Minutes for Topic: 20

#### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

### Unit: Seasons: Spring

Timeline: Week 29 to 30

**Unit Description:** This unit reviews Spring as one of the 4 seasons, identifies things that change and happen in our environment, and introduces the beginning of many life cycles that occur in Spring.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?  
How and why is Earth constantly changing?

**Unit Big Ideas:** The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.

All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Animals have identifiable structures and behaviors.

Sunlight warms the Earth's surface.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: Why do birds lay eggs in the Spring?

#### STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.L \(Advanced\)](#) Actively engage in group reading activities with purpose and understanding.

[CC.1.4.K.B \(Advanced\)](#) Use a combination of drawing, dictating, and writing to focus on one specific topic.

[CC.1.4.K.C \(Advanced\)](#) With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

(\* standards consolidated from Topic level)

**Topic: Spring Weather**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.B \(Advanced\)](#)

Use a combination of drawing, dictating, and writing to focus on one specific topic.

[CC.1.4.K.C \(Advanced\)](#)

With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**Topic: Identify Signs of Spring**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.C \(Advanced\)](#)

With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**Topic: Animals in Spring**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.L \(Advanced\)](#)

Actively engage in group reading activities with purpose and understanding.

**Unit: Life Cycles**

Timeline: Week 31 to 32

**Unit**

This unit identifies animals that hatch from eggs, sequences how animals grow and develop, and compares life cycles of animals and plants to identify same and different characteristics.

**Description:****Unit Essential**

How do organisms live, grow, respond to their environment, and reproduce?

**Questions:**

How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Animals have identifiable structures and behaviors.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: Why don't people eat ostrich eggs?

**Unit Key**

Function

**Terminology &****Definitions:**

Patterns

Structure

Habitat

Model

Needs

Relationship

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.C  
\(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.3.C  
\(Advanced\)](#)

Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

[CC.1.4.K.M  
\(Advanced\)](#)

Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

(\* standards consolidated from Topic level)

**Topic: Eggs and animals from eggs**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

**Topic: Frog Life Cycle**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.3.C \(Advanced\)](#)

Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

**Topic: Plant Life Cycle: seed to sprout**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.3.C \(Advanced\)](#)

Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

[CC.1.4.K.M \(Advanced\)](#)

Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

**Unit: April Showers/Rain**

Timeline: Week 33

**Unit**

This unit focuses on rain, how clouds are formed, compares types of clouds and introduces

**Description:** the water cycle.

**Unit Essential** What determines whether clouds produce rain or snow?

**Questions:**

Why is it important to study clouds and the weather?

**Unit Big Ideas:** The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.

Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.

It is important to be aware of the weather in order to make logical decisions about your daily routine.



**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Videos: Why is the sky blue? and How is a rainbow made?

**Unit Key Terminology & Definitions:** Sunny  
Changes  
Cloudy  
Cold  
Cool  
Describe  
Foggy  
Hot  
Observe  
Partly Cloudy  
Patterns  
Predict  
Rainy  
Snowy  
Warm  
Weather  
Windy

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
- [CC.1.2.3.C \(Advanced\)](#) Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- [CC.1.4.K.B \(Advanced\)](#) Use a combination of drawing, dictating, and writing to focus on one specific topic.
- [CC.1.4.K.J \(Advanced\)](#) Make logical connections between drawing and writing.

(\* standards consolidated from Topic level)

**Topic: Look at Rain Clouds**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.K.C \(Advanced\)](#) With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
- [CC.1.4.K.B \(Advanced\)](#) Use a combination of drawing, dictating, and writing to focus on one specific topic.

**Topic: The Water Cycle**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.3.C \(Advanced\)](#) Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- [CC.1.4.K.J \(Advanced\)](#) Make logical connections between drawing and writing.

**Unit: Earth Day**

Timeline: Week 34

**Unit Description:** This unit identifies the resources of our earth and the effect of human life on our environment. It encourages the student to be mindful of their personal effect on the earth and offers ideas for students to adopt that will sustain our resources and help maintain the earth's resources for the future.

**Unit Essential Questions:** How do Earth's processes and human activities affect each other?

How and why is the Earth constantly changing?

**Unit Big Ideas:** The Earth's surface processes affect and are affected by human activities.

Things that people do to live can affect the world around them.

People can make choices to reduce impact on the environment.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Videos: How is glass made? and How old is the Earth?

**Unit Key Terminology & Definitions:** Air, Choices, Impact, Land, Water, pollution, litter

Recycle, Reduce, Reuse, Solutions

Argument, Evidence

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.C \(Advanced\)](#) With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

[CC.1.4.K.N \(Advanced\)](#) Establish "who" and "what" the narrative will be about.

[CC.1.5.K.A \(Advanced\)](#) Participate in collaborative conversations with peers and adults in small and larger groups.

(\* standards consolidated from Topic level)

**Topic: Caring for our Earth**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.C \(Advanced\)](#) With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

[CC.1.4.K.N \(Advanced\)](#) Establish "who" and "what" the narrative will be about.

**Topic: Planting to Beautify Earth**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.5.K.A \(Advanced\)](#) Participate in collaborative conversations with peers and adults in small and larger groups.

**Unit: Plants and Growing things**

Timeline: Week 33 to 34

**Unit** This unit identifies and labels the parts and needs of a plant, sequences how a plant grows

**Description:** and develops, and explains the usefulness of plants in our environment.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?

What plants would be most useful to grow in our environment?

How could the weather or environment effect how a plant grows?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Plants need water and light in order to live and grow.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: What's the biggest tree in the world?

**Unit Key**

**Terminology & Definitions:** Cause and effect, Leaves, Environment, Organism, Roots, Stems, Structure, Survive

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.H \(Advanced\)](#)

With prompting and support, identify the reasons an author gives to support points in a text.

[CC.1.4.K.G \(Advanced\)](#)

Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

[CC.1.4.K.I \(Advanced\)](#)

Support the opinion with reasons.

[CC.1.4.K.P \(Advanced\)](#)

Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

[CC.1.4.K.W \(Advanced\)](#)

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

(\* standards consolidated from Topic level)

**Topic: Basic needs of plants**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

[CC.1.2.K.H \(Advanced\)](#)

With prompting and support, identify the reasons an author gives to support points in a text.

**Topic: Planting a garden**

Minutes for Topic: 20

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.P \(Advanced\)](#)

Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

[CC.1.4.K.W \(Advanced\)](#)

With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

**Topic: Importance of Trees**

Minutes for Topic: 40

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.K.G \(Advanced\)](#)

Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

[CC.1.4.K.I \(Advanced\)](#)

Support the opinion with reasons.

## Unit: Flowers

Timeline: Week 36 to 37

**Unit Description:** This unit identifies the flower as part of a plant, as well as labeling the flower's parts. It explains the importance of the flower in the plant's life cycle for reproduction, the manufacturing of honey, as well as the survival of bees.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?  
How does the existence of flowers affect the existence of other living things?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Living things need water, air, and resources from the land, and they live in places that have the things they need.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video:

## Unit Key

**Terminology & Definitions:** Cause and effect, Leaves, Environment, Organism, Roots, Stems, Structure, Survive

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.K.B \(Advanced\)](#)

Use a combination of drawing, dictating, and writing to focus on one specific topic.

## Topic: Label the Parts of a Flower

Minutes for Topic: 40

### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.K.B \(Advanced\)](#)

Demonstrate understanding of the organization and basic features of print.

? Follow words from left to right, top to bottom, and page by page. ? Recognize that spoken words are represented in written language by specific sequences of letters. ? Understand that words are separated by spaces in print. ? Recognize and name all upper- and lowercase letters of the alphabet.

[CC.1.4.K.J \(Advanced\)](#)

Make logical connections between drawing and writing.

## Topic: Where does Honey come from?

Minutes for Topic: 40

### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.K.B \(Advanced\)](#)

With prompting and support, answer questions about key details in a text.

[CC.1.2.K.C \(Advanced\)](#)

With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

## Unit: Seasons: Summer

Timeline: Week 39 to 40

**Unit Description:** This unit reviews the four seasons and identifies the characteristics of summer weather. It introduces activities that are typical for the summer months and identifies safety precautions that students need to be aware of to help keep them safe during the summer months.

**Unit Essential Questions:** What are the predictable patterns caused by different objects in the solar system?

How and why is Earth constantly changing?

How do objects in the universe appear and behave?

Why is it so hot in the summer?

What choices can we make that will keep us safe in the summer?

**Unit Big Ideas:** The Earth is a complex and dynamic set of interconnected systems (e.g. geosphere, hydrosphere, atmosphere, biosphere) that interact over a wide range of temporal and spatial scales.

Sunlight warms the Earth's surface.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: Can animals get a sunburn?

**Unit Key**

**Terminology & Definitions:** Build Canopy Cool Materials Structure Sunlight Tent Tools Umbrella Warming

**Topic: Summer activities**

Minutes for Topic: 40

**Topic: Summer Safety**

Minutes for Topic: 20

**Topic: Staying cool in summer**

Minutes for Topic: 20

**Unit: Ocean Life**

Timeline: Week 38

**Unit Description:** This unit identifies our ocean as a habitat and names some of the animals that live there. It also introduces students to the landforms near the oceans and makes them aware of activities and resources that the ocean can provide.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?

What animals are most suited for the ocean environment and why?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Living things need water, air, and resources from the land, and they live in places that have the things they need.

**Unit Materials:** Scholastic Let's Find Out magazine; Tpt and Teacher's Helper WS; Mystery Doug Video: Why is the ocean salty?

**Unit Key**

**Terminology & Definitions:** Habitat  
Model

Needs

Relationship

This Curriculum Map Unit has no Topics to display