

Unit Maps: Kindergarten Science



| Properties and Patterns of Objects | Unit | CHECKPOINT | | |
|--|------|------------|---|---|
| | | 1 | 2 | 3 |
| K.3 Matter and energy. The student knows that objects have properties and patterns. | | | | |

| Catholic Identity: Integration of Our Faith | |
|---|--|
| K.1A | display a deep sense of wonder and delight about the natural universe * |
| K.1B | describe the unity of faith and reason * |
| K.1C | describe relationships, elements, underlying order, harmony, and meaning * |
| K.1D | share concern and care for the environment as part of God's * |

| Learning Process Standards (Tools to Know) | Unit | CHECKPOINT | | |
|---|------|------------|---|---|
| | | 1 | 2 | 3 |
| K.2A plan and conduct investigations | | | | |
| K.2B collect information using appropriate scientific tools | | | | |

| Content | Unit | CHECKPOINT | | |
|---|------|------------|---|---|
| | | 1 | 2 | 3 |
| Properties of Matter | | | | |
| K.3A observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture | | | | |
| K.3A.1 observe, record, and discuss how materials can be changed by heating or cooling | | | | |

| Learning Process Standards (Ways to Show) | Unit | CHECKPOINT | | |
|--|------|------------|---|---|
| | | 1 | 2 | 3 |
| K.2C record and organize data and observations | | | | |
| K.2D communicate observations about investigations | | | | |

Unit Maps: Kindergarten Science

| Force, Motion, and Energy | Unit | CHECKPOINT | | |
|--|------|------------|---|---|
| | | 1 | 2 | 3 |
| K.4 Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life. | | | | |

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| Content | Unit | CHECKPOINT | | |
|---------|------|------------|---|---|
| | | 1 | 2 | 3 |

| Forms of Energy | Unit | 1 | 2 | 3 |
|--|------|---|---|---|
| K.4A use the senses to explore different forms of energy such as light, thermal, and sound | | | | |

| Magnets | Unit | 1 | 2 | 3 |
|---|------|---|---|---|
| K.4B explore interactions between magnets and various materials | | | | |

| Motion | Unit | 1 | 2 | 3 |
|--|------|---|---|---|
| K.4C observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow | | | | |
| K.4C.1 observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside | | | | |

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|--|------|------------|---|---|
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Unit Maps: Kindergarten Science



| Rocks and Water | Unit | CHECKPOINT | | |
|---|------|------------|---|---|
| | | 1 | 2 | 3 |
| K.5 Earth and Space. The student knows that the natural world includes earth materials, shares concern and care for the environment as a part of God’s creation. * | | | | |

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| Content | Unit | CHECKPOINT | | |
|---|------|------------|---|---|
| | | 1 | 2 | 3 |
| Rocks | | | | |
| K.5A observe, describe, and sort rocks by size, shape, color, and texture | | | | |
| K.5A.1 give examples of ways rocks and soil are useful | | | | |

| | | | | |
|--|--|--|--|--|
| Water | | | | |
| K.5B observe and describe physical properties of natural sources of water, including color and clarity | | | | |
| K.5B.1 give examples of ways water is useful | | | | |

| Learning Process Standards (Ways to Show) | Unit | CHECKPOINT | | |
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Unit Maps: Kindergarten Science



| Seasons and Space | Unit | CHECKPOINT | | |
|--|------|------------|---|---|
| | | 1 | 2 | 3 |
| K.5 Earth and space. The student knows that there are recognizable patterns in the natural world and among objects in the sky and describes God’s relationship with man and nature. * | | | | |

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| Content | Unit | CHECKPOINT | | |
|--|------|------------|---|---|
| | | 1 | 2 | 3 |
| Weather and Seasons | | | | |
| K.5C observe and describe weather changes from day to day and over seasons | | | | |
| K.5C.1 identify events that have repeating patterns, including seasons of the year and day and night | | | | |
| Space | | | | |
| K.5D observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun | | | | |

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Unit Maps: Kindergarten Science



| Basic Needs of Plants and Animals | Unit | CHECKPOINT | | |
|--|------|------------|---|---|
| | | 1 | 2 | 3 |
| K.6 Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival and explains how creation is an outward sign of God’s love. * | | | | |

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| Content | Unit | CHECKPOINT | | |
|---|------|------------|---|---|
| | | 1 | 2 | 3 |
| Living and Nonliving Things | | | | |
| K.6A examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants | | | | |
| K.6A.1 differentiate between living and nonliving things based upon whether they have basic needs and produce offspring | | | | |

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Unit Maps: Kindergarten Science



| Characteristics of Plants and Animals | Unit | CHECKPOINT | | |
|--|------|------------|---|---|
| | | 1 | 2 | 3 |
| K.6 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. | | | | |

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| Content | Unit | CHECKPOINT | | |
|--|------|------------|---|---|
| | | 1 | 2 | 3 |
| Plants and Animals | | | | |
| K.6B sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape | | | | |
| K.6B.1 identify basic parts of plants and animals | | | | |
| K.6B.2 identify ways that young plants resemble the parent plant | | | | |
| K.6B.3 observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit | | | | |

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