

Kindergarten

Unit1a: Weather, Seasons, and Energy

Duration: 4 weeks (October)

Unit 1b: The Sun/Energy

Duration: 4 weeks (December/January)

Desired Results		
<p>Performance Expectations(standards):</p> <p>K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.]</p> <p>K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather. [Clarification Statement: Emphasis is on local forms of severe weather.]</p> <p>K-PS3-1 Make observations to determine the effect of sunlight on Earth’s surface [Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and</p>	Transfer	
	<p><i>Meaning</i> ENDURING UNDERSTANDINGS: Crosscutting Concepts <i>Students will understand ...</i></p> <ul style="list-style-type: none"> ● Events have causes that generate observable patterns. ● Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. ● Temperature changes throughout the day are a pattern in the natural world. ● The cause and effect relationship between sunlight exposure and the temperature on Earth’s surface. ● The cause and effect relationship between the amount of sunlight an area gets and its temperature. ● Seasons follow a pattern. They will determine the order of the seasons and notice the pattern that all four seasons repeat each year. ● Weather follows a pattern. Students will explore the cause and effect relationship between weather tracking and hazard preparation. 	
	Meaning	
	<p><i>Acquisition</i> Disciplinary Core Ideas <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Sunlight warms Earth’s surface. (K- 	<p>Science and Engineering Practices <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Ask questions based on observations to find more information about the

<p>water.]</p> <p>K-PS3 - 2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]</p>	<p>PS3-1),(K-PS3-2)</p> <ul style="list-style-type: none"> ● Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) ● Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) ● Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2) 	<p>designed world. (K- ESS3-2)</p> <ul style="list-style-type: none"> ● Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) ● Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) ● Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2) ● Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2) ● Scientists use different ways to study the world. (K-PS3-1) ● Scientists look for patterns and order when making observations about the world. (K-ESS2-1)
<h2>Evidence</h2>		
<p>Evaluation Criteria</p>	<p>Assessment Evidence</p>	
<p>Resources:</p> <ul style="list-style-type: none"> ● Tara West Kinder Science Unit 2 ● Little Thinkers Science Unit 2 ● Mystery Science “Weather Watching” Unit 	<p>PERFORMANCE TASK(S): Build a Shade Structure - Resource by Sue Cahalane https://www.teacherspayteachers.com/Product/Building-Shade-Structures-Aligns-with-NGSS-K-PS3-2-K-2-ETS1-1-K-2-ETS1-2-1728167</p>	

OTHER EVIDENCE:

- **Seasons Unit Assessment**
- **Seasons Art Project**
- **Weather Journal**
- **Meteorologist Visit**

Learning Plan

Summary of Key Learning Events and Instruction