

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
3.1.K.A5	Living things are made up of parts that have specific functions.	Students will understand things are classified as living or nonliving based on their characteristics.	Unit A Lesson 3; Activity Card 8 Unit A Lesson 4; Activity Card 9 Unit A Lesson 5; Activity Card 10 Unit A Lesson 7; Activity Card 12		plants
3.1.K.C2 4.1.K.E	Living things have characteristics that help them survive seasonal changes.	Students will be able to describe differences between living and nonliving things.	Unit B Lesson 2; Activity Card 14 Unit B Lesson 5; Activity Card 17 Unit B Lesson 6; Activity Card 18		animals senses
3.1.K.A3 4.4.K.C	Both plants and animals go through life cycles.	Students will be able to identify both plants and animals as living things.			seasons people
3.1.K.A1 4.1.K.A	There are similarities and differences between living and nonliving things.				
4.1.K.D	When living things needs are met, they grow and thrive.				living nonliving
3.1.K.A2	Animals have basic needs (food, water, air, shelter, space)	Students will be able to identify and list basic needs of animals.			life cycle parents
3.1.K.B1	Young animals resemble their parents and other animals of the same kind.	Students will recognize that young animals resemble their parents and other animals of the same kind. Students will recognize various animals' body coverings and how it may help the animal throughout the seasons. Students will be able to describe how animals grow and change when their needs are met. Students will be able to describe structures and behaviors of some common animals.	District Lesson: Young Animals and Their Parents District Lesson: Migration and Hibernation Discovery Education: Animal Features and Their Functions	District Animal Matching Activity District Migrate/Hibernate Sort District Animals Assessment Animal Research Project	needs climate adaptation

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3.1.K.A2	Plants have basic needs (food, air water, energy from the sun, space)	<p>Students will be able to classify some animals as wild, farm, zoo, or pet.</p> <p>Students will be able to recognize and name some common PA animals.</p> <p>Students will recognize that animals grow, change, and go through stages during a life cycle.</p> <p>Students will be able to identify and list basic needs of plants.</p> <p>Students will be able to observe, describe, and compare similarities and differences in plants such as size and shape.</p> <p>Students will be able to recognize and identify trees, grass, shrubs, and flowers as plants.</p> <p>Students will be able to identify and name the structures of plants (roots, stems, leaves, flowers).</p> <p>Students will be able to sort leaves by at least one attribute.</p> <p>Students will be able to recognize that a plant's seeds are found in its fruit or flowers.</p>	Discovery Education Video: Plant Parts and Their Uses	District Plants Assessment	<p>migrate</p> <p>hibernate</p> <p>environment</p> <p>observe</p> <p>model</p> <p>extinct</p> <p>endangered</p>

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CC.1.2.K.J CC.1.3.K.J	Scientists use new vocabulary and phrases acquired in conversation.	Students will describe patterns in the shape, size, color, and/or growth of seeds.			
CC.1.3.K.B CC.1.5.K.B	Scientists ask and answer questions about key details in a text or from information presented orally or through other media.	Students will observe changes from seeds to flowers to fruit.			
CC.1.3.K.F	Scientific investigations involve asking and answering questions.	Students will understand that plants need air, water, light, nutrients, and space to live.			
CC.1.3.K.G	Scientists make connections between events or ideas in a text. Scientists make explanations based on observations.	Students will understand the during its life cycle, a flowering plant changes in size, may or may not have branches, and may or may not be able to produce flowers or fruit.			
		Students will observe, measure, and record the growth of seeds.			
		Students will recognize that people use plants and animals to make products such as food and clothing.			
		Students will know that plants and animals depend on each other.			
		Students will name and classify products of plants and animals.			
		Students will be able to compare the common needs of plants and animals.			
<i>Recommended Time Frame: 50-60 days</i>					

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3.2.K.A5	Everything is made of matter.	Students will be able to recognize that matter is present everywhere.	District Matter Unit Lesson 1	District Solid, Liquid, Gas Sort	solid
3.2.K.A1	Objects are identified and classified by observable properties of matter (solid, liquid, gas).	Students will be able to recognize matter primarily occurs in 3 forms - solid, liquid, and gas.	District Matter Unit Lessons 2-4 Unit E Lesson 7	District Matter Unit Assessment	liquid gas
3.2.K.A1	There are many types of materials, and they can be used in many ways.	Students will explore what happens to substances as they change their state.	Discovery Education Video: At First Look: Solids, Liquids, and Gases		matter observation
3.2.K.A3	Matter can change (heating, melting, freezing, mixing)	<p>Students will be able to recognize matter changes through heating, melting, freezing, and mixing.</p> <p>Students will be able to use observation, measurement, and communication skills to describe change.</p> <p>Students will be able to compare and contrast sets of observations.</p> <p>Students will be able to recognize that objects change over time and that changes in objects can be measured and observed.</p> <p>Students will be able to predict and test changes in properties of matter.</p> <p>Students will be able to understand that water has properties that can be observed and tested.</p> <p>Students will be able to describe how water moves.</p>			motion force energy magnetism sound investigation fact hypothesis inquiry

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3.2.K.B6	Sunlight, heat, wind, and water are sources of energy.	<p>Students will be able to predict and observe the effects of surface tension of water.</p> <p>Students will be able to recognize objects that float.</p> <p>Students will be able to recognize objects that sink.</p> <p>Students will be able to plan and conduct a simple investigation to predict, test, and classify what sinks and what floats.</p>			
3.2.K.B6	Light from the sun is an important source of energy for both living and nonliving things.				
3.2.K.B1	Toys and objects can have motion.				
3.2.K.B5	Vibrations of sound can be described.	Students will be able to describe variations of sound.	District Matter Unit - Sound Lesson www.sesamestreet.org Sound Around Town Video Name That Sound Game	District Sound Matching Activity	

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	<p>Scientists conduct investigations to find answers to problems.</p> <p>There are common types of text. Science text may be different from other types of text.</p> <p>CC.1.4.K.B Scientists use a combination of drawing, dictating, and writing to focus on a topic.</p> <p>CC.1.4.K.O Scientists describe science related experiences and events.</p> <p>Scientists ask questions about objects, organisms, and events.</p> <p>If/then statements are used in science to identify the relationship between an action and a reaction.</p>			<p><i>Recommended Time Frame: 50-60 days</i></p>	

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	Seasons and Weather	Seasons and Weather	Seasons and Weather	Seasons and Weather	
3.3.K.A5	Rain, snow, fog, and hail are different types of precipitation.	Students will be able to recognize changes in weather occur day to day and over seasons affecting earth and its inhabitants.	Unit D Lesson 1		season
3.3.K.A5	Scientists collect, describe, and record information about daily weather conditions.	Students will recognize kinds of weather and weather tools.	Unit D Lessons 2-6 Unit D Activity Card 28		precipitation weather
3.3.K.A5	Each season in PA has unique characteristics.	Students will be able to identify seasonal changes throughout the year.	Unit D Activity Cards 29-32 Unit D Activity Card 33		thermometer temperature
4.1.K.E	Changes in seasons affect living things in the local environment.	Students will observe and record weather conditions and data using weather tools.			evaporation condensation
3.2.K.B3	Temperature can affect your body.	Students will be able to describe differences in weather using weather terms.			collection
4.2.K.A	Events that occur in cycles can be recorded and described (water cycle; seasons)	Students will recognize and know seasons occur in patterns.	District Water Cycle Lesson	District Water Cycle Cut and Paste	hail;snow spring
3.1.K.C3	Climate causes changes to our local environment.	Students will be able to identify weather that is characteristic of spring, summer, winter, and fall and tell how it affects people, plants, and animals. Students will be able to predict weather based on the season. Students will be able to measure temperature. Students will be able to describe the water cycle.		Discovery Education Video - The Language of Science: Earth Space Science K-2 Weather Weather Seasons Assessment	summer fall winter watercycle

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	Earth, Water, and Agriculture	Earth, Water, and Agriculture	Earth, Water, and Agriculture	Earth, Water, and Agriculture	
3.3.K.A4	Streams, rivers, lakes, and oceans are bodies of water and sources of water.	Students will be able to describe Earth's air, land, and water.	Unit C lessons 3-5		patterns
4.5.K.A	People use resources in their everyday life which comes from nature.	Students will be able to identify earth resources people use everyday.	Unit C Lesson 6; Activity Card 25		engineering
4.2.K.B	PA has terrestrial, aquatic, and wetland ecosystems; each have living and nonliving components.	Students will describe that water is found in lakes, rivers, streams, and oceans.	Unit C Lesson 7; Activity Card 26		inquiry
4.3.K.B	It is important to conserve natural resources.	Students will identify materials that come from earth. Ex. Soil, rocks, water, air.	District Lessons: What is an Ecosystem? Terrestrial Ecosystems Aquatic Ecosystems Wetland Ecosystems	District Aquatic and Terrestrial Animal Sort	observation
4.5.K.C	There are different types of pollution (air, land, water) and sources of pollution (people, factories).	Students will be able to recognize both natural and human made objects change over time.		District Aquatic Ecosystem Project	model
4.5.K.D	We can reduce, reuse, and recycle to conserve resources.	Students will be able to recognize plants and animals can become endangered when their habitats are polluted or natural resources are used up.	Unit C lesson 8; Activity Card 27	PA Living/Nonliving Sort	technology
4.3.K.A	We use renewable resources in our classroom.	Students will be able to explain how plants, water, wind, and severe weather can change earth's land.			system
4.4.K.D	There are common tools and machinery used in agriculture.	Students will be able to name and identify PA agriculture products and tools and machinery commonly used in agriculture.	Unit B Lesson 7; Activity Card 19 District Lesson: Plants and Animals on a PA Farm		tool
4.4.K.A	There are common plants and animals in PA agricultural systems (provide basic needs); there are common plants/animals used by people.		District Farm Equipment lesson sesamestreet.org - The Garden Song Unit A Lesson 1; Activity Card 6	District Agriculture Sort Farm Equipment Matching	hypothesis

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	Earth, Water, and Agriculture	Earth, Water, and Agriculture	Earth, Water, and Agriculture	Earth, Water, and Agriculture	
4.5.K.B	There are common pests in our everyday lives	<p>Students will be able to explain what a pest is and why it may be a pest.</p> <p>Students will be able to identify some common pests and what we can do about them.</p>	District Pest Lesson	www.pestworldforkids.org	
3.3.K.A1	Three types of earth are rock, soil, and sand.	<p>Students will be able to classify rocks by their properties - color, size, texture.</p> <p>Students will be able to identify and classify properties of soil and substances found in soil.</p>			
3.3.K.B1	The Earth and other planets, sun and other stars, and moon are features of space.	Students will be able to recognize earth is a planet that looks like a sphere from space.	<p>Unit D Lesson 1</p> <p>District Sun, Moon, and Stars Lesson</p>	District Stars and Moon Assessment	
CC.1.1.K.B	Scientists demonstrate understanding and organization of basic features of print.				
CC.1.4.K.V	<p>Scientists participate in individual or shared research projects on topics that are of interest.</p> <p>Sometimes scientists must speak audibly and express thoughts and ideas clearly.</p>			<p>Recommended Time Frame: 50-60 days</p>	