

**Joliet Public Schools District 86**  
**Kindergarten Science Curriculum**

Unit Title	NGSS Standards	Unit Overview
<p><b><u>Weather</u></b>  <b>Trimester 1</b>  <b>~ 6 weeks</b></p>	<ul style="list-style-type: none"> <li>● <u>K-PS3-1</u>: Make observations to determine the effect of sunlight on Earth’s surface.</li> <li>● <u>K-PS3-2</u>: Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth’s surface.</li> <li>● <u>K-ESS2-1</u>: Use and share observations of local weather conditions to describe patterns over time.</li> <li>● <u>K-ESS3-2</u>: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. <i>[Emphasis is on local forms of severe weather.]</i></li> <li>● <u>SS.G.1.K</u>: - Explain how weather, climate, and other environmental characteristics affect people’s lives.</li> <li>● <u>K-2-ETS1-2</u>: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> </ul>	<p>This unit addresses the question of “What can we observe about sunlight?” and focuses on patterns and variations in local weather as well as the purpose of weather forecasting to prepare for, and respond to, severe weather.</p>
<p><b><u>Forces</u></b>  <b>Trimester 2</b>  <b>~ 6 weeks</b></p>	<ul style="list-style-type: none"> <li>● <u>K-PS2-1</u>: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</li> <li>● <u>K-PS2-2</u>: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</li> </ul>	<p>The unit organizes performance expectations around the topic of pushes and pulls. Students will learn about the effects of different strengths of pushes and pulls on the motion of an object and how to analyze a design solution.</p>
<p><b><u>Living Things</u></b>  <b>Trimester 3</b>  <b>~ 6 weeks</b></p>	<ul style="list-style-type: none"> <li>● <u>K-LS1-1</u>: Use observations to describe patterns of what plants and animals (including humans) need to survive.</li> <li>● <u>K-ESS2-2</u>: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</li> <li>● <u>ESS3-1</u>: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</li> </ul>	<p>This unit is assembled to address the question of “What is the relationship between the needs of different plants and animals and the places they live?” Students will develop an understanding of what plants and animals need to survive and explore the effects of plants and animals (including humans) on the environment, and their impact.</p>