

KINDERGARTEN SCIENCE CURRICULUM

	Suggested Time Line <i>How much time will be spent of this learning?</i>	Essential Questions and Content <i>What will be taught? (broken down by chapter/section)</i>	NJCCC Standards <i>What state standards will be met by these objectives?</i>	Instructional Objectives <i>The students will be able to...</i>	Assessment <i>What evidence will I collect that demonstrates that the students have achieved the objective?</i>	Instructional Domain <i>How will the learning be structured</i>	Instructional Activities <i>What will the students do to achieve the objective?</i>
Unit A- Characteristics of Living Things							
Lesson 1		What are living and nonliving things?	5.5-A.1 5.5-A.2	1. Classify familiar classroom objects as living or nonliving	<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment • Lesson activities • Open ended questions • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and independent writing • Conferencing • Technology • Direct Instruction 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses • Experiment • Making and using models • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening

Lesson 2		What are living and nonliving things in familiar places?	5.5-A.2	<ol style="list-style-type: none"> Identify things from the schoolyard as living or nonliving predict what living things are found in a park 	<ul style="list-style-type: none"> Written Reviews and Tests Classroom observations Ongoing lesson assessment Performance assessment Portfolio assessment Lesson activities Open ended questions Critical thinking questions Group discussion Written and oral tests and quizzes Projects Self Assessment Presentations Rubrics 	<ul style="list-style-type: none"> Differentiated instruction Flexible Grouping Overhead Graphic Organizers Teacher modeling Guided and independent reading Guided and independent writing Conferencing Technology Direct Instruction 	<ul style="list-style-type: none"> Observe Classify Measure Communicate Infer Predict Collect, record, and interpret data Make hypotheses Experiment Making and using models POD's Discussions Cooperative Learning Activities Word Wall Vocabulary Graphic Organizers Critical Viewing and Listening
Lesson 3		What are parts of plants?	5.5-C.1	<ol style="list-style-type: none"> Observe and identify the three basic parts of green plants (roots, stems, and leaves) 	<ul style="list-style-type: none"> Written Reviews and Tests Classroom observations Ongoing lesson assessment Performance assessment Portfolio assessment Lesson activities Open ended questions Critical thinking questions Group discussion Written and oral tests and quizzes Projects Self Assessment Presentations Rubrics 	<ul style="list-style-type: none"> Differentiated instruction Flexible Grouping Overhead Graphic Organizers Teacher modeling Guided and independent reading Guided and independent writing Conferencing Technology Direct Instruction 	<ul style="list-style-type: none"> Observe Classify Measure Communicate Infer Predict Collect, record, and interpret data Make hypotheses Experiment Making and using models PODs Discussions Cooperative Learning Activities Word Wall Vocabulary Graphic Organizers Critical Viewing and Listening

Lesson 4		What do plants need?	5.5-A.1 5.10-A.1	<ol style="list-style-type: none"> 1. Observe the growth of plants 2. Identify what plants need to survive 	<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment • Lesson activities • Open ended questions • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and independent writing • Conferencing • Technology • Direct Instruction 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses • Experiment • Making and using models • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening
Lesson 5		How do plants grow and change?	5.5-A.1 5.5-B.1	<ol style="list-style-type: none"> 1. Conclude that when a seed is planted, it will produce only a plant of the same kind 2. Observe that plants go through predictable life cycles 	<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment • Lesson activities • Open ended questions • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and independent writing • Conferencing • Technology • Direct Instruction 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses • Experiment • Making and using models • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening

Lesson 6		What do animals need to live?	5.5-A.1 5.10-A.1	1. Observe and identify familiar animals in their natural habitats and determine basic needs that are being met	<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment • Lesson activities • Open ended questions • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and independent writing • Conferencing • Technology • Direct Instruction 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses • Experiment • Making and using models • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening
Lesson 7		How do animals grow and change?	5.5-A.1 5.5-B.1 5.5-C.1	1. Identify similarities between animal offspring and their parents	<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment • Lesson activities • Open ended questions • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and independent writing • Conferencing • Technology • Direct Instruction 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses • Experiment • Making and using models • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening

Lesson 8		What are the life cycles of animals?	5.5-A.1	1. Observe that animals go through predictable life cycles	<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment • Lesson activities • Open ended questions • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and independent writing • Conferencing • Technology • Direct Instruction 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses • Experiment • Making and using models • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening