

## Morgan County Kindergarten Science Curriculum Map

<b>Unit1: Plant &amp; Animal Needs</b>	<b>Unit 2: Plant &amp; Animal Environments</b>
<p><b>LS1.C: Organization for Matter and Energy Flow in Organisms</b></p> <ul style="list-style-type: none"> <li>All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)</li> </ul>	<p><b>ESS2.E: Biogeology</b></p> <ul style="list-style-type: none"> <li>Plants and animals can change their environment. (K- ESS2-2)</li> </ul> <p><b>ESS3.A: Natural Resources</b></p> <ul style="list-style-type: none"> <li>Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)</li> </ul>
<b>Unit 3: Human Impact on Earth</b>	<b>Unit 4: Forces &amp; Motion</b>
<p><b>ESS3.C: Human Impacts on Earth Systems</b></p> <ul style="list-style-type: none"> <li>Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2)</li> </ul> <p><b>ETS1.B: Developing Possible Solutions</b></p> <ul style="list-style-type: none"> <li>Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (secondary to K-ESS3-3)</li> </ul>	<p><b>PS2.A: Forces and Motion</b></p> <ul style="list-style-type: none"> <li>Pushes and pulls can have different strengths and directions. (K- PS2-1),(K-PS2-2)</li> <li>Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)</li> </ul> <p><b>PS2.B: Types of Interactions</b></p> <ul style="list-style-type: none"> <li>When objects touch or collide, they push on one another and can change motion. (K-PS2-1)</li> </ul> <p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>A bigger push or pull makes things go faster. (secondary to K-PS2-1)</li> </ul> <p><b>ETS1.A: Defining Engineering Problems</b></p> <ul style="list-style-type: none"> <li>A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (secondary to K-PS2-2)</li> </ul>
<b>Unit 5: Energy</b>	<b>Unit 2: Weather &amp; Climate</b>
<p><b>PS3.B: Conservation of Energy and Energy Transfer</b></p> <ul style="list-style-type: none"> <li>Sunlight warms Earth’s surface. (K-PS3-1),(K-PS3-2)</li> </ul>	<p><b>ESS2.D: Weather and Climate</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>
<b>Unit 7: Severe Weather</b>	
<p><b>ESS3.B: Natural Hazards</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>ETS1.A: Defining and Delimiting an Engineering Problem</b></p> <ul style="list-style-type: none"> <li>Asking questions, making observations, and gathering information are helpful in thinking about problems.(secondary to K-ESS3-2)</li> </ul>	