

CPSD Kindergarten: Science and Social Studies

| First Quarter | Second Quarter | Third Quarter | Fourth Quarter |
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| <p>Social Studies: Civics/Government</p> <p>C.1.K.2 C.2.K.1 C.2.K.2 C.2.K.4 C.3.K.1 G.9.K.3 C.2.K.1 C.2.K.3 C.3.K.2</p> <p>Science: Weather and Climate</p> <p>K-ESS2-1 K-ETS1-1 K-ETS1-2 K-ETS1-3 K-PS3-1 K-PS3-2 K-ESS3-2</p> | <p>Social Studies: Economics</p> <p>E.6.K.3 E.6.K.1 E.4.K.1 E.4.K.2 E.5.K.1 E.5.K.2 E.5.K.3 E.5.K.3 E.6.K.2 E.7.K.1 E.7.K.2</p> <p>Science: Forces and Interactions</p> <p>K-PS2-1 K-PS2-2 K-ETS1-1 K-ETS1-2 K-ETS1-3</p> | <p>Social Studies: History/Arkansas</p> <p>History</p> <p>H.12.K.2 H.12.K.5 H.13.K.3 C.2.K.1 H.12.K.1 H.12.K.3 H.12.K.4 H.13.K.1 H.13.K.4 H.13.K.5 H.13.K.6</p> <p>Science: Forces and Interactions</p> <p>K-PS3-1 K-ESS2-2 K-ESS3-1 K-ESS3-3 K-ETS1-1 K-ETS1-2 K-ETS1-3</p> | <p>Social Studies: Geography</p> <p>G.8.K.1 G.8.K.2 G.8.K.3 G.9.K.1 G.9.K.2 G.10.K.1 G.10.K.2 G.11.K.1 G.11.K.2</p> <p>Science: Animals, Plants, & the Environment</p> <p>K-LS1-1 K-PS3-2 K-ESS2-1 K-ESS3-2 K-ETS1-1 K-ETS1-2 K-ETS1-3</p> |

*Science standards for Grade K require guidance and support from adults.

Power Standards are highlighted.

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| Unit 1 | Science - Weather and Climate Social Studies - Civics and Government (School Level) | Grade Level | Kindergarten | Dates | First Quarter |
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CPSD Power Standards and Learning Indicators

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| <p>Science</p> <ul style="list-style-type: none"> ● K-ESS2-1 <i>Weather and Climate</i>: Use and share observations of local weather conditions to describe patterns over time. <ul style="list-style-type: none"> ○ I can notice that the temperature changes during the day. ○ I can record daily weather using pictures or charts. ○ I can describe how the weather changes with the seasons. <p>Social Studies</p> <ul style="list-style-type: none"> ● C.1.K.2 Describe the role of a school and its leaders. <ul style="list-style-type: none"> ○ I can explain why we go to school. ○ I can explain what school leaders do. ● C.2.K.2 Identify the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flag. <ul style="list-style-type: none"> ○ I can say the Pledge of Allegiance. ○ I can show respect for the American and Arkansas Flag. ● C.2.K.4 Follow agreed-upon rules for listening, consensus-building, and voting procedures in the classroom. <ul style="list-style-type: none"> ○ I can follow classroom rules. ● C.3.K.1 Recognize the need for rules and consequences. <ul style="list-style-type: none"> ○ I can explain we need rules and consequences. ● G.9.K.3 Identify ways weather and climate impact daily life. <ul style="list-style-type: none"> ○ I can describe how weather and climate affect my life. |
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Additional Arkansas Standards

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| <p>Science: K-ETS1-1, K-ETS1-2, K-ETS1-3, K-PS3-1, K-PS3-2, K-ESS3-2 Social Studies: C.2.K.1, C.2.K.3, C.3.K.2</p> |
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Pacing/Resources

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| <p>Science</p> <p>Science: Big Ideas</p> <ul style="list-style-type: none"> ● Weather varies from day to day and seasonally throughout the year and is the condition of the atmosphere at a given place and time. ● Weather is the combination of sunlight, wind, snow, rain, and temperature in a particular region at a particular time. ● People measure weather conditions (using tools such as thermometers, etc.) to describe and record the weather and to notice patterns over time. ● Climate is the range of a region’s weather over one year or many years and because it depends on latitude and geography, it varies from place to |
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place.

- Weather and climate are shaped by complex interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things.
- These interactions can drive changes that occur over multiple time scales—from days, weeks, and months for weather to years, decades, centuries, and beyond—for climate.

Science: Possible Misconceptions

- Some students may think that the earth gets closer to the sun in summer and is further away in winter.
- Some students might think weather and climate are the same thing.
- Some students might think that the same weather is happening everywhere.

Science: Possible Resources

- Science Spin September Edition: *What Scientists Do*
- [Mystery Science](#) *Weather Watching*
 - Mystery 1: Have you ever watched a storm?
 - Mystery 2 Read Along: How can you get ready for a big storm?
 - Mystery 3: What will the weather be like on your birthday?
 - Mystery 4 Read Along: How do you know what to wear for the weather?
- [Exploring Weather](#)
- [The Ever Changing Seasons](#)
- [Weather](#)
- [NGSS Science Resources](#)

Social Studies Possible Resources

- [Constitution Day Activities](#) (Week of September 17)
- [Celebrate Freedom Week](#) (Last week of September)
- Scholastic News September - School Rules: Personal Responsibility
- Scholastic News September - We are Friends: Social Development
- [Being a Good Citizen](#) Book
- [The Preamble to the Constitution](#)
- [I'm Just at Bill](#)
- [Three Branches of Government](#)
- [Tea Party](#)

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| Unit 2 | Science - Forces and Interactions Social Studies - Economics | Grade Level | Kindergarten | Dates | Second Quarter |
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CPSD Power Standards and Learning Indicators

Science

- K-PS2-1 *Forces and Interactions*: Pushes and Pulls: 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.
 - I can plan an investigation to move an object with a push or pull.
 - I can observe the effect caused by different pushes and pulls on an object.
 - I can predict the effect of the push or pull on the motion of the object.

Social Studies

- E.6.K.3 Discuss examples of public goods and services.
 - I can name an example of a good (that is produced).
 - I can name an example of a service (that is provided).
- E.6.K.1 Recognize consumers use money as a medium of exchange to satisfy economic wants.
 - I can explain that people can use money to buy what they want or need.

Additional Arkansas Standards

Science: K-PS2-2, K-ETS1-1, K-ETS1-2, K-ETS1-3

Social Studies: E.4.K.1, E.4.K.2, E.5.K.1, E.5.K.2, E.5.K.3, E.5.K.3, E.6.K.2, E.7.K.1, E.7.K.2

Pacing/Resources

Science

Science: Big Ideas

- Pushes and pulls can have different strengths and directions.
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.
- When objects touch or collide, they push on one another and can change motion.
- A stronger push or pull makes things speed up or slow down more quickly.

Science: Possible Misconceptions

- Students may think that force is a property of an object.
- Some may think large objects exert a greater force than small objects.
- Some may have the misconception that forces just have to do with living things.

Science: Possible Resources

- [Mystery Science](#) *Force Olympics*
 - Mystery 1: What's the Biggest Excavator?

- Mystery 2 Read Along: Why do builders need so many machines?
- Mystery 3: How can you knock down a wall made of concrete?
- Mystery 4 Read Along: How can you knock down the most bowling pins?
- Mystery 5: How can we protect a mountain town from falling rocks?
- Mystery 6 Read Along: How could you invent a trap?
- [Force: Push or Pull](#)
- [Pushes and Pulls](#)
- [Motion](#)
- Forces Make Things Move by Kimberly Bradley (book)

Social Studies Possible Resources

- Scholastic News - October Edition: Firefighters: Community/Safety
- [Community Helpers](#)
- [NY Engage Social Study Resources](#)

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| Unit 3 | Science - Weather and Climate extended Social Studies - History/Arkansas History | Grade Level | Kindergarten | Dates | Third Quarter |
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CPSD Power Standards and Learning Indicators

Science

- K.PS3-1 *Weather and Climate*: Make observations to determine the effect of sunlight on Earth’s surface.
 - I can observe what sunlight does.

Social Studies

- H.12.K.2 Develop a personal timeline to sequence events of your own life.
 - I can make a timeline of my own life.
- H.12.K.5 Identify the purpose of national holidays and describe the people/events celebrated (e.g. Thanksgiving, President’s Day, MLK, Jr. Day)
 - I can explain why people celebrate national holidays.
- H.13.K.3 Describe ways people learn about the past (photographs, stories)
 - I can explain how people learn about the past.
- C.2.K.1 Recognize state and national symbols and patriotic songs.
 - I can recognize state and national symbols.
 - I can recognize patriotic songs.

Additional Arkansas Standards

Science: K-ESS2-2; K-ESS3-1; K-ESS3-3, K-ETS1-1, K-ETS1-2, K-ETS1-3

Social Studies: H.12.K.1, H.12.K.3, H.12.K.4, H.13.K.1, H.13.K.4, H.13.K.5, H.13.K.6

Pacing/Resources

Science: Big Ideas

- Sunlight warms the Earth’s surface. Therefore, Earth is warmer in the day, but it is cooler at night.
- Earth’s surface could include sand, soil, rocks, and water.
- Events have causes that generate observable patterns.

Science: Possible Misconceptions

- Students may think that the sun leaves the sky at night.
- Students may think that the sun is moving throughout the day.
- Students may think the sun is as big as the moon or as close.
- Students may think the Earth is larger than the sun.

Science: Possible Resources

- [Mystery Science](#) *Weather Watching*
 - Mystery 5: How could you warm up a frozen playground?
 - Mystery 6 Read Along: How could you walk barefoot across hot pavement without burning your feet?
- [Some Like it Hot!](#)

- [Feel the Heat](#)
- [Weather](#)

Social Studies Possible Resources

- Scholastic News - January Edition: Dr. King: American History
- Scholastic News - February Edition: Presidents' Day: History/Government
- [History/Symbols/Arkansas/President](#)

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|---------------|---|--------------------|--------------|--------------|----------------|
| Unit 4 | Science - Animals, Plants, and the Environment Social Studies - Geography/Location | Grade Level | Kindergarten | Dates | Fourth Quarter |
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CPSD Power Standards and Learning Indicators

Science

- K-LS1-1 *Interdependent Relationships in Ecosystems: Animals, Plants, and their Environment*. Use observations to describe patterns of what plants and animals (including humans) need to survive.
 - I can observe plants and animals to notice patterns (related to their needs for survival). (e.g. Animals eat regularly in order to survive.)
 - I can explain what plants and animals need to survive.

Social Studies

- G.8.K.1 Describe the familiar places using words related to location, direction, and distance.
 - I can describe where (familiar) places are. (where they are, in what direction, and how far they are)

Additional Arkansas Standards

Science: K-PS3-2; K-ESS2-1; K-ESS3-2, K-ETS1-1, K-ETS1-2, K-ETS1-3

Social Studies: G.8.K.2, G.8.K.3, G.9.K.1, G.9.K.2, G.10.K.1, G.10.K.2, G.11.K.1, G.11.K.2

Pacing/Resources

Science: Big Ideas

- 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.
- Living things need water, air, and resources from the land, and they live in places that have the things they need.
- Plants and animals can change their environment.
- Humans use natural resources for everything they do. 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.

Science: Possible Misconceptions

- Some students might think things are ‘living’ if they move or grow; for example, the sun, wind, clouds and lightning are considered living because they change and move.
- Others might think plants and certain animals are non-living. An everyday example is that students think various lifecycle stages of a butterfly are not alive (the eggs and immobile pupae), whereas a caterpillar and butterfly can move and are therefore considered to be alive.
- Some students might only think of ‘living’ in relation to where and how people ‘live’, for example “I live in a house”, “My fish lives in a tank”.

Science: Possible Resources

- Science Spin May/June Edition: *Animals Stay Cool*
- [Mystery Science](#) Plant & Animal Secrets
 - Mystery 1: Why do woodpeckers peck wood?
 - Mystery 2 Read Along: Where do animals live?
 - Mystery 3: How can you find animals in the woods?

- Mystery 4 Read Along: How do animals make their home in the forest?
- Mystery 5: How do plants and trees grow?
- Mystery 5 - Part 2: How do plants and trees grow?
- Mystery 6 Read Along: Why would you want an old log in your backyard?

- [What Do Plants Need?](#)
- [Needs of Living Things](#)
- [Water Matters](#)
- [Animals/Geography/Location](#)
- [Plants](#)

Social Studies Possible Resources

- [“Me on the Map”](#) text
- [Animals/Geography/Location](#)