

Big Idea: Energy and Motion						
<i>Content: Science</i>		<i>Grade: Kindergarten</i>		<i>Unit 9 and 10 Time Frame: April 4th~May 21st</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	Text	CCCS
What is sound? What is light? What is heat? How do we describe location? How do things move? How can we change the way things move? Which objects do magnets attract?	<p>Sound: Observe that sound is made when objects vibrate. Identify sounds and the sources of their vibrations. Compare sounds for loudness, pitch and rhythm. Identify the ear as a receiver of vibrations that produce sound.</p> <p>Light: Recognize the sun as</p>	<ol style="list-style-type: none"> Students will observe that sound is made when objects vibrate. Students will compare sounds by their pitch, rhythm, and loudness Students will recognize the sun as the Earth's source of light Students will recognize the sun as the Earth's source of heat. Students will describe 	Sound Vibrate Light Heat Beside Above Below Behind In front of Zigzag Round and round Straight Up and down Back and forth Push Pull Magnets attract	<ul style="list-style-type: none"> Classwork Home Projects Quizzes Projects/Activities <i>Unit 9:</i> <ol style="list-style-type: none"> Sound journal Shadows Heat experiment Heat energy at home <i>Unit 10</i> <ol style="list-style-type: none"> Recycle project Science expo Gravity predictions Magnets 	Science Fuaion by Think Central	<p>5.1.4. A Science Practices/ Understand Scientific Explanations 3. Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments.</p> <p>5.1.4.B Science Practices/ Generate Scientific Evidence Through Active Investigations 3. Formulate explanations from evidence.</p> <p>5.1.4.C Science Practices/ Reflect on Scientific Knowledge 2. Revise predictions or explanations on the basis of learning new information.</p>

	<p>Earth's source of light. Identify human-made sources of light. Recognize how paper can be changed by exposure to sunlight.</p> <p>Heat: Recognize the sun as Earth's source of heat. Recognize that sound, light and heat are kinds of energy.</p> <p>Where things are: Observe the location of a thing in relation to another thing. Use position terms such as above,</p>	<p>objects as fast or slow</p> <p>6. Students will identify push and pull as ways to move things</p>				<p>5.1.4.D Science Practices/ Participate Productively in Science 3. Demonstrate how to safely use tools, instruments, and supplies.</p> <p>5.2.2.E Physical Science/Forces and Motion 1. Investigate and model the various ways that inanimate objects can move. 2. Predict an object's relative speed, path, or how far it will travel using various forces and surfaces. 3. Distinguish a force that acts by direct contact with an object (e.g., by pushing or pulling) from a force that can act without direct contact (e.g., the attraction between a magnet and a steel paper clip).</p>
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	<p>below, behind, in front of, and beside to describe the location of something</p> <p>How things Move: observe and describe the ways things can move. Observe and describe movements as fast or slow.</p> <p>Changing how things move: Identify push and pull as ways to move things. Observe that a push or pull can change the way a thing is moving. Identify gravity as a force. Understand</p>					
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	<p>that gravity pulls things down to the ground.</p> <p>Magnets: Observe and describe how magnets react to objects made of iron and steel. Sort objects according to whether or not a magnet attracts them. Observe that magnets can cause some objects to move without touching them.</p>					
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