

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**Science/ Kindergarten**

**Essential Question –How does the structure of matter affect the properties and uses of materials?**

| <b>Unit/Time frame</b>   | <b>CT Frameworks/ Standard</b>   | <b>Content and Skill Objectives</b><br>Students will be able to:  | <b>CMT CORRELATION</b>   | <b>ASSESSMENTS</b>   | <b>RESOURCES</b>   |
|--|--|---|--|--|--|
| <p><b>Properties of Matter</b></p> <p><b>4-6 weeks</b></p> <p><b>September- November</b></p> | <p><b>K.1- Objects have properties that can be observed and used to describe similarities and differences.</b></p> | <ul style="list-style-type: none"> <li>• Understand that humans have five senses that they use to observe their environment. A specific sense organ is associated with each sense.</li> <li>• Use senses to observe different objects.</li> <li>• Sort objects into groups based on one (or more) of their properties.</li> <li>• Placing objects in order based on their size or weight.</li> <li>• Describe and sort objects based on the materials from which they are made (for example, wood, paper, fabric, plastic, glass or metal).</li> <li>• Test objects to see if they float, are magnetic, can bend, bounce or roll.</li> <li>• Compare objects using the sense of touch.</li> <li>• Measure objects using tools such as balances and scales.</li> </ul> | <p><b>A 1. Use the senses and simple measuring tools, such as rulers and equal-arm balances, to observe common objects and sort them into groups based on size, weight, shape or color.</b></p> <p><b>A 2. Sort objects made of materials such as wood, paper and metal into groups based on properties such as flexibility, attraction to magnets, and whether they float or sink in water.</b></p> <p><b>A 3. Count objects in a group and use mathematical terms to describe quantitative relationships such as: same as, more than, less than, equal, etc.</b></p> | <p>Teacher observation</p> <p>Student drawing</p> <p>Student journals (labeling / writing)</p> <p>Student response</p> | <p>Nonfiction literature</p> <p>Multimedia resources</p> <p>Assorted objects made from different materials:</p> <ul style="list-style-type: none"> <li>• wood</li> <li>• paper</li> <li>• plastic</li> <li>• fabric</li> <li>• metal</li> </ul> <p>Balances and scales</p> |

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**Essential Question – How do external and internal sources of energy affect the Earth's systems?**

| <b>Unit/Time frame</b>  | <b>CT Frameworks/Standard</b>                                    | <b>Content and Skills Objective</b><br>Students will be able to:  | <b>CMT CORRELATION</b>  | <b>ASSESSMENT</b>  | <b>RESOURCES</b>   |
|---|--|---|---|--|--|
| <p style="text-align: center;"><b>Weather</b></p> <p style="text-align: center;"><b>6-8 weeks</b></p> <p style="text-align: center;"><b>December-February</b></p> | <p><b>K.3 – Weather conditions vary daily and seasonally</b></p> | <ul style="list-style-type: none"> <li>• Identify different types of weather.</li> <li>• Describe how weather affects daily activities.</li> <li>• Observe and record daily weather changes and make predictions about weather.</li> <li>• Name and identify the four seasons.</li> <li>• Identify simple weather instruments (e.g. thermometer and weather vane).</li> <li>• Recognize that air takes up space and it is colorless and tasteless.</li> <li>• Record weather for a week or month on a weather graph.</li> </ul> | <p><b>A 1.Describe and record daily weather conditions.</b></p> <p><b>A 2.Relate seasonal weather patterns to appropriate choices of clothing and activities.</b></p> | <p>Teacher observation</p> <p>Classroom participation</p> <p>Illustrations or drawings</p> <p>Verbal responses to questions</p> <p>Matching Test on weather and appropriate clothing</p> | <p>Nonfiction literature<br/>Multimedia resources</p> <p>Weather reports</p> <p>Daily Weather Graph</p> <p>Discovery Science Weather Kit</p> <p>Classroom thermometers</p> <p>Water, ice and or snow</p> |

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**Essential Question: What processes are responsible for life’s unity and diversity?**

| <b>Unit/Time frame</b>   | <b>CT Frameworks/ Standard</b>   | <b>Content and Skill Objectives</b><br>Students will be able to:   | <b>CMT CORRELATION</b>  | <b>ASSESSMENTS</b>  | <b>RESOURCES</b>   |
|--|--|--|---|---|--|
| <p><b>Heredity and Evolution Animals</b></p> <p><b>6-8 weeks</b></p> <p><b>March-May</b></p> | <p><b>K.2 - Many different kinds of living things inhabit the Earth.</b></p> | <ul style="list-style-type: none"> <li>• Classify things in our environment based on whether they are alive, were once alive or whether they were never alive.</li> <li>• Understand that all living things grow or change.</li> <li>• Classify living things into groups based on the different ways they reproduce (lay eggs, give birth, produce seeds).</li> <li>• Classify animals into groups based on similar characteristics: (number of legs, body covering, or ways of moving).</li> <li>• Classify animals into the five vertebrates: reptiles, insects, birds, fish and mammals.</li> <li>• Grow bean plants and observe the life cycle of the plant.</li> </ul> | <p><b>A 4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).</b></p> <p><b>A 5. Describe the similarities and differences in the appearance and behaviors of adults and their offspring.</b></p> <p><b>A 6. Describe characteristics that distinguish living from nonliving things.</b></p> | <p>Teacher observation</p> <p>Student verbal responses</p> <p>Student drawings</p> <p>Student journals (labels and writing)</p> | <p>Nonfiction Literature</p> <p>Multimedia resources</p> <p>Animal picture cards</p> <p>Butterfly Life Cycle Kit</p> <p>Planting materials:</p> <ul style="list-style-type: none"> <li>• pots</li> <li>• soil</li> <li>• beans or seeds</li> </ul> |

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**Essential Question –How do science and technology affect the quality of our lives?**

| <b>Unit/Time frame</b>   | <b>CT Frameworks/Standard</b>  | <b>Grade Level Concepts/Expectations</b>   | <b>CMT CORRELATION</b>   | <b>ASSESSMENT</b>   | <b>RESOURCES</b>   |
|--|--|--|--|---|--|
| <p><b>Science and Technology in society</b></p> <p><b>3 weeks</b></p> <p><b>May-June</b></p> | <p><b>A 1.Describe the types of materials used by people to build houses, and the properties that make the materials useful.</b></p> | <ul style="list-style-type: none"> <li>• People need shelters to keep warm or cool, dry and safe. Shelters are made of materials that have properties that make them useful for different purposes.</li> <li>• People in different regions of the world build different kinds of shelters, depending on the materials available to them, the local climate and their customs.</li> <li>• Traditionally, people have built shelters using materials that they find nearby. Today, people build houses from materials that may come from far away.</li> <li>• Animals build shelters using materials that are easily available to them. The materials they use have properties that help the animals stay warm or cool, dry and safe.</li> </ul> | <p><b>K.4 – Some objects are natural, while others have been designed and made by people to improve the quality of life.</b></p> | <p>Sorting and Classifying picture cards</p> <p>Identification of building materials</p> <p>Teacher observation</p> <p>Student drawing/labeling</p> | <p>Nonfiction literature</p> <p>Different types of building materials:</p> <ul style="list-style-type: none"> <li>• brick</li> <li>• wood</li> <li>• clay</li> <li>• slate</li> </ul> <p>Magazines, books, and picture cards of different shelters around the world.</p> |