



Unit / Lesson	Grades PreK-2 Core Scientific Inquiry,	CT Science Curriculum Conceptual Themes,	Grade-Level Expectations	Assessment
** = Core Lessons	Literacy and Numeracy	Conceptual Themes,  Content Standards and	Students should be	
- Core Lessons	Literacy and Ivameracy	Core Science Curriculum	able to:	
		Framework	dote to.	
		1141110770110		
Unit 1: Introduction  Lesson 1: What is	A INQ.1: Make observations and ask questions about objects, organisms and the environment.	PROPERTIES OF MATTER:  K.1 – Objects have properties that	Standard K.1: 6. Count, order and sort objects by their	A3. Count objects in a group and use mathematical terms to describe
IPM?**	A INQ.9: Count, order and sort objects by their properties.	can be observed and used to describe similarities and differences.  • K.1.a. – Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.	observable properties.	quantitative relationships such as: same as, more than, less than, equal, etc.
Unit 1: Introduction  Lesson 2: Maples,  Mosquitoes, and Me!	<ul> <li>A INQ.1: Make observations and ask questions about objects, organisms and the environment.</li> <li>A INQ.3: Make predictions based on observed patterns.</li> <li>A INQ.5: Seek information in</li> </ul>	<ul> <li>ROPERTIES OF MATTER:</li> <li>K.1 – Objects have properties that can be observed and used to describe similarities and differences.</li> <li>K.1.a. – Some properties can be observed with the</li> </ul>	Standard K.1:  2. Make scientific observations using the five senses, and distinguish between an object's observable properties and its name or its uses.	A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A6. Describe
	books, magazines and pictures.  A INQ.6: Present information in words and drawings.	senses, and others can be discovered by using simple tools or tests.  HEREDITY AND EVOLUTION	3. Classify organisms or objects by one and two observable properties and explain the rule used for sorting (e.g., size, color,	characteristics that distinguish living from nonliving things.







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	A INQ.9: Count, order and sort objects by their properties.	<ul> <li>K.2 – Many different kinds of living things inhabit the Earth</li> <li>K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.</li> </ul>	shape, texture or flexibility).  6. Count, order and sort objects by their observable properties.  Standard K.2:  1. Observe and describe differences between living and nonliving things in terms of growth, offspring and need for energy from "food."  2. Sort and count living and nonliving things in the classroom, the schoolyard, and in pictures.	
Unit 1: Introduction Lesson 3: Leaves, Legs, or Neither	A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.3: Make predictions based on observed patterns.	PROPERTIES OF MATTER:  K.1 – Objects have properties that can be observed and used to describe similarities and differences.	Standard K.1:  2. Make scientific observations using the five senses, and distinguish between an object's observable	A3. Count objects in a group and use mathematical terms to describe quantitative relationships such as: same as, more than, less than, equal, etc.







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** = Core Lessons	Literacy and Numeracy	Content Standards and	Students should be	
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		Framework		
	A INQ.5: Seek information in books, magazines and pictures.  A INQ.9: Count, order and sort objects by their properties.  AINQ. 10 Represent information in bar graphs.	K.1.a. – Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.  HEREDITY AND EVOLUTION  K.2 – Many different kinds of living things inhabit the Earth  K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.	properties and its name of its uses.  3. Classify organisms or objects by one and two observable properties and explain the rule used for sorting (e.g., size, color, shape, texture or flexibility).  6. Count, order and sort objects by their observable properties.  Standard K.2:  1. Observe and describe differences between living and nonliving things in terms of growth offspring and need for energy from "food."  2. Sort and count living and nonliving things in the classroom, the schoolyard, and in pictures.	A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A6. Describe characteristics that distinguish living from nonliving things.







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Unit 2: Protecting the	A INQ.4: Read, write, listen and	HEREDITY AND EVOLUTION	4. Observe and write, speak or draw about similarities and differences between plants and animals  Standard K.2:	A4. Describe the
Planet  Lesson 1: Sharing the Planet**	speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures.	<ul> <li>K.2 – Many different kinds of living things inhabit the Earth</li> <li>K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.</li> <li>ENERGY IN THE EARTH'S SYSTEMS</li> <li>K.3 – Weather conditions vary daily and seasonally.</li> <li>K.3.a – Daily and seasonal weather conditions affect what we do, what we wear</li> </ul>	<ul> <li>4. Observe and write, speak or draw about similarities and differences between plants and animals.</li> <li>Standard K.3:</li> <li>4. Write, speak or draw ways that weather influences humans, other animals and plants.</li> </ul>	similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).





Grades PreK-2 Core

Unit / Lesson

### University of Connecticut Integrated Pest Management Curriculum Alignment: Kindergarten and Grade ${\bf 1}$

CT Science Curriculum



Assessment

Grade-Level

** = Core Lessons	Scientific Inquiry, Literacy and Numeracy	Conceptual Themes, Content Standards and Core Science Curriculum Framework	Expectations Students should be able to:	
		and how we feel.		
Unit 2: Protecting the Planet  Lesson 2: Beauty Has Its Price**	A INQ.1: Make observations and ask questions about objects, organisms and the environment.	<ul> <li>PROPERTIES OF MATTER:</li> <li>K.1 – Objects have properties that can be observed and used to describe similarities and differences.</li> <li>K.1.a. – Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.</li> <li>HEREDITY AND EVOLUTION</li> <li>K.2 – Many different kinds of living things inhabit the Earth</li> <li>K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including</li> </ul>	Standard K.1:  2. Make scientific observations using the five senses, and distinguish between an object's observable properties and its name or its uses.  Standard K.2:  4. Observe and write, speak or draw about similarities and differences between plants and animals.	A1. Use the senses and simple measuring tools, such as rulers and equalarm balances, to observe common objects and sort them into groups based on size, weight, shape or color.  A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).

growth, movement,

to stimuli.

reproduction and response







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Unit 2: Protecting the Planet  Lesson 3: CAUTION: Chemicals**	A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.2: Use senses and simple measuring tools to collect data.  A INQ.3: Make predictions based on observed patterns.  A INQ.4: Read, write, listen and speak about observations of the	<ul> <li>ROPERTIES OF MATTER:</li> <li>K.1 – Objects have properties that can be observed and used to describe similarities and differences.</li> <li>K.1.a. – Some properties can be observed with the senses, and others can be discovered by using simple tools or tests.</li> <li>HEREDITY AND EVOLUTION</li> <li>K.2 – Many different kinds of living things inhabit the Earth</li> <li>K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.</li> </ul>	Standard K.1:  2. Make scientific observations using the five senses, and distinguish between an object's observable properties and its name or its uses.  Standard K.2:  4. Observe and write, speak or draw about similarities and differences between plants and animals.	A1. Use the senses and simple measuring tools, such as rulers and equalarm balances, to observe common objects and sort them into groups based on size, weight, shape or color.  A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).







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Unit 3: Know Your Neighbors  Lesson 1: Six and Three are Right For Me**	A INQ.1: Make observations and ask questions about objects, organisms and the environment. natural world.  A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.6: Present information in words and drawings.	HEREDITY AND EVOLUTION  K.2 – Many different kinds of living things inhabit the Earth  K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.  STRUCTURE AND FUNCTION  1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.	Standard K.2: 4. Observe and write, speak or draw about similarities and differences between plants and animals.  Standard 1.2: 2. Identify structures and behaviors used by mammals, birds, amphibians, reptiles, fish and insects to move around, breathe and obtain food and water (e.g., legs/wings/fins, gills/lungs, claws/fingers, etc.)	A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A 14. Describe the structures that animals, including humans, use to move around.
Unit 3: Know Your Neighbors Lesson 2: Living Like an Insect	<ul> <li>A INQ.4: Read, write, listen and speak about observations of the natural world.</li> <li>A INQ.5: Seek information in books, magazines and pictures.</li> </ul>	<ul> <li>STRUCTURE AND FUNCTION</li> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.</li> <li>1.2.a – Animals need air, water and food to survive.</li> </ul>	Standard 1.2:  1. Infer from direct observation and print or electronic information that most animals and plants need water food and air to stay alive.	<ul><li>A12. Describe the different ways that animals, including humans, obtain water and food.</li><li>A15. Describe the changes in organisms, such as frogs</li></ul>







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- Cole Lessons	Lueracy and Numeracy	Content Standards and Core Science Curriculum	able to:	
		Framework	able to.	
		Framework		
	A INQ.6: Present information in words and drawings.  A INQ.9: Count, order and sort objects by their properties.	<ul> <li>1.3 – Organisms change in form and behavior as part of their life cycles.</li> <li>1.3.a – Some organisms undergo metamorphosis during their life cycles; other organisms grow and change, but their basic form stays essential the same.</li> </ul>	<ul> <li>2. Identify structures and behaviors used by mammals, birds, amphibians, reptiles, fish and insects to move around, breathe and obtain food and water (e.g., legs/wings/fins, gills/lungs, claws/fingers, etc.)</li> <li>5. Compare and contrast information about animals and plants found in fiction and nonfiction sources.</li> <li>Standard 1.3:</li> <li>1. Explain that living things experience a life cycle during which they undergo a predictable sequence of changes from birth, growth, reproduction and death.</li> </ul>	and butterflies, as they undergo metamorphosis.







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Unit 3: Know Your Neighbors  Lesson 3: Scamper, Skitter, and Crawl**	A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.3: Make predictions based on observed patterns.  A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures.  A INQ.6: Present information in words and drawings.  A INQ.9: Count, order and sort objects by their properties.	<ul> <li>HEREDITY AND EVOLUTION</li> <li>K.2 – Many different kinds of living things inhabit the Earth         <ul> <li>K.2.a – Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli.</li> </ul> </li> <li>STRUCTURE AND FUNCTION</li> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.</li> </ul>	Standard K.2: 4. Observe and write, speak or draw about similarities and differences between plants and animals.  Standard 1.2: 2. Identify structures and behaviors used by mammals, birds, amphibians, reptiles, fish and insects to move around, breathe and obtain food and water (e.g., legs/wings/fins, gills/lungs, claws/fingers, etc.)	A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A 14. Describe the structures that animals, including humans, use to move around.
Unit 3: Know Your Neighbors Lesson 4: Staying Alive	<ul><li>A INQ.4: Read, write, listen and speak about observations of the natural world.</li><li>A INQ.5: Seek information in</li></ul>	<ul> <li>STRUCTURE AND FUNCTION</li> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic</li> </ul>	Standard 1.2: 2. Identify structures and behaviors used by mammals, birds, amphibians, reptiles, fish	







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** = Core Lessons	Literacy and Numeracy	Content Standards and Core Science Curriculum Framework	Students should be able to:	
	books, magazines and pictures.	needs.  NOTE: This lesson is more closely aligned with CT Science Standard 3.2 (Heredity and Evolution), which deals with adaptations.	and insects to move around, breathe and obtain food and water (e.g., legs/wings/fins, gills/lungs, claws/fingers, etc.)	
Unit 3: Know Your Neighbors Lesson 5: People Need Plants	A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures.  A INQ.9: Count, order and sort objects by their properties.	<ul> <li>STRUCTURE AND FUNCTION</li> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.</li> <li>1.2.b – Plants need air, water and sunlight to survive.</li> </ul>	Standard 1.2: 3. Sort and classify plants (or plant parts) by observable characteristics (e.g., leaf shape/size, stem or trunk covering, flower or fruit).	A13. Describe the different structures plants have for obtaining water and sunlight.
Unit 3: Know Your Neighbors Lesson 6: Some Seeds Grow Weeds**	A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.4: Read, write, listen and speak about observations of the natural world.	<ul> <li>STRUCTURE AND FUNCTION</li> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.</li> <li>1.2.b – Plants need air, water and sunlight to survive.</li> </ul>		







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Unit 3: Know Your	A INQ.5: Seek information in books, magazines and pictures.  A INQ.1: Make observations and ask questions about objects,	NOTE: This lesson is more closely aligned with CT Science Standard 2.2 (Structure and Function), which deals with plant life cycles.  HEREDITY AND EVOLUTION	Standard K.2: 4. Observe and write, speak	A4. Describe the similarities and differences
Neighbors  Lesson 7: Merrily We Move Along (How Seeds Travel)	and ask questions about objects, organisms and the environment.  A INQ.2: Use senses and simple measuring tools to collect data.  A INQ.3: Make predictions based on observed patterns.  A INQ.4: Read, write, listen and speak about observations of the natural world.	<ul> <li>K.2 – Many different kinds of living things inhabit the Earth.</li> <li>STRUCTURE AND FUNCTION</li> <li>1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.</li> <li>1.2.b – Plants need air, water and sunlight to survive.</li> </ul>	or draw about similarities and differences between plants and animals.  Standard 1.2:  1. Infer from direct observation and print or electronic information that most animals and plants need water food and air to stay alive.	in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A13. Describe the different structures plants have for obtaining water and sunlight.
		NOTE: This lesson is also aligned with CT Science Standard 2.2 (Structure and Function), which deals with plant life cycles.	3. Sort and classify plants (or plant parts) by observable characteristics (e.g., leaf shape/size, stem or trunk covering, flower or fruit).	







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			<ul><li>Standard 2.2:</li><li>5. Compare and contrast how seeds of different plants are adapted for dispersal by water, wind or animals.</li></ul>	
Unit 4: Pest or Pal  Lesson 1: The Good, the Bad, and the Ugly**	A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.4: Read, write, listen and speak about observations of the natural world.  A INQ.5: Seek information in books, magazines and pictures.  A INQ.9: Count, order and sort objects by their properties.	HEREDITY AND EVOLUTION  K.2 – Many different kinds of living things inhabit the Earth.	Standard K.2:  6. Recognize varied individuals as examples of the same kind of living thing (e.g., different color rabbits are all rabbits; different breeds of dogs are all dogs).	A4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).  A12. Describe the different ways that animals, including humans, obtain water and food.
Unit 4: Pest or Pal Lesson 2: What's Bugging You?	A INQ.4: Read, write, listen and speak about observations of the natural world.	HEREDITY AND EVOLUTION  K.2 – Many different kinds of living things inhabit the Earth	Standard K.2: 6. Recognize varied individuals as examples of the same kind of living	A4. Describe the similarities and differences in the appearance and behaviors of plants, birds,







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** = Core Lessons	Literacy and Numeracy	Content Standards and	Students should be	
		Core Science Curriculum	able to:	
		Framework		
	A INQ.6: Present information in		thing (e.g., different color	fish, insects and mammals
	words and drawings.		rabbits are all rabbits; different breeds of dogs	(including humans).
	A INQ.9: Count, order and sort		are all dogs).	
	objects by their properties.		are an asgs).	
<b>Unit 5: IPM Methods</b>	A INQ.1: Make observations	HEREDITY AND EVOLUTION	Standard K.2:	<b>A4.</b> Describe the
	and ask questions about objects,	IZ 2 Managa di GGanaga Linda a G	4. Observe and write, speak	similarities and differences
Lesson 1: Ladybugs to	organisms and the environment.	<b>K.2</b> – Many different kinds of living things inhabit the Earth	or draw about similarities and differences between	in the appearance and behaviors of plants, birds,
the Rescue**	A INQ.4: Read, write, listen and	• <b>K.2.a</b> – Living things have	plants and animals.	fish, insects and mammals
	speak about observations of the	certain characteristics that	printis and annuals.	(including humans).
	natural world.	distinguish them from	Standard 1.2:	
		nonliving things, including	1. Infer from direct	<b>A12.</b> Describe the different
	A INQ.5: Seek information in	growth, movement,	observation and print or	ways that animals,
	books, magazines and pictures.	reproduction and response to stimuli.	electronic information that most animals and	including humans, obtain water and food.
	<b>A INQ.6:</b> Present information in	to sumun.	plants need water food	water and rood.
	words and drawings.	STRUCTURE AND FUNCTION	and air to stay alive.	A 14. Describe the
			2. Identify structures and	structures that animals,
		1.2 – Living things have different	behaviors used by	including humans, use to
		structures and behaviors that allow	mammals, birds,	move around.
		them to meet their basic needs.	amphibians, reptiles, fish	
		• <b>1.2.a</b> – Animals need air, water and food to survive.	and insects to move around, breathe and	
		water and rood to survive.	around, oreathe and	







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Unit 5: IPM Methods Lesson 2: Itsy Bitsy	A INQ.1: Make observations and ask questions about objects, organisms and the environment.	HEREDITY AND EVOLUTION  K.2 – Many different kinds of living things inhabit the Earth.	obtain food and water (e.g., legs/wings/fins, gills/lungs, claws/fingers, etc.)  Standard K.2: 4. Observe and write, speak or draw about similarities and differences between	A4. Describe the similarities and differences in the appearance and behaviors of plants, birds,
Spider	<ul> <li>A INQ.4: Read, write, listen and speak about observations of the natural world.</li> <li>A INQ.5: Seek information in books, magazines and pictures.</li> </ul>	STRUCTURE AND FUNCTION  1.2 – Living things have different structures and behaviors that allow them to meet their basic needs.  • 1.2.a – Animals need air, water and food to survive.	standard 1.2: 1. Infer from direct observation and print or electronic information that most animals and plants need water food and air to stay alive. 2. Identify structures and behaviors used by mammals, birds, amphibians, reptiles, fish and insects to move	fish, insects and mammals (including humans).  A12. Describe the different ways that animals, including humans, obtain water and food.  A 14. Describe the structures that animals, including humans, use to move around.







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** = Core Lessons	Scientific Inquiry, Literacy and Numeracy	Conceptual Themes, Content Standards and	Expectations Students should be	
- Cole Lessons	Lueracy and Numeracy		able to:	
		Core Science Curriculum	able to:	
		Framework		
			(e.g., legs/wings/fins, gills/lungs, claws/fingers,	
			etc.)	
<b>Unit 5: IPM Methods</b>	A INQ.5: Seek information in books, magazines and pictures.	SCIENCE AND TECHNOLOGY IN SOCIETY		<b>A9.</b> Describe the types of materials used by people to
Lesson 3: To Catch a Leprechaun	A INQ.6: Present information in words and drawings.	<ul> <li>K.4 – Some objects are natural, while others have been designed and made by people to improve the quality of life.</li> <li>K.4.a – Humans select both natural and manmade materials to build shelters based on local climate conditions, properties of the materials, and their availability in the environment.</li> </ul>		build houses and the properties that make the materials useful.
<b>Unit 5: IPM Methods</b>	A INQ.1: Make observations	PROPERTIES OF MATTER	Standard K.1: 2. Make scientific	
Lesson 4: Easy as	and ask questions about objects, organisms and the environment.	<b>K.1</b> – Objects have properties that	2. Make scientific observations using the	
Pie**	6	can be observed and used to	five senses, and	
110	A INQ.3: Make predictions	describe similarities and	distinguish between an	







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** = Core Lessons	Literacy and Numeracy	Content Standards and	Students should be	
		Core Science Curriculum	able to:	
		Framework		
	based on observed patterns.	differences.	object's observable	
	based on observed patterns.	differences.	properties and its name or	
	<b>A INQ.6:</b> Present information in		its uses.	
	words and drawings.			
Unit 5: IPM Methods	A INQ.1: Make observations	STRUCTURE AND FUNCTION	Standard 1.2:	<b>A12.</b> Describe the different
	and ask questions about objects,		<b>5.</b> Compare and contrast	ways that animals,
Lesson 5: Mouse Mess	organisms and the environment.	1.2 – Living things have different structures and behaviors that allow	information about animals and plants found	including humans, obtain water and food.
	A INQ.4: Read, write, listen and	them to meet their basic needs.	in fiction and nonfiction	
	speak about observations of the	• <b>1.2.a</b> – Animals need air,	sources.	
	natural world.	water and food to survive.		
	A INQ.5: Seek information in			
	books, magazines and pictures.			
Unit 5: IPM Methods	A INQ.1: Make observations	HEREDITY AND EVOLUTION	Standard K.2:	A4. Describe the
	and ask questions about objects,		<b>4.</b> Observe and write, speak	similarities and differences
Lesson 6: U R	organisms and the environment.	<b>K.2</b> – Many different kinds of	or draw about similarities	in the appearance and
LUNCH!**	A INQ.2: Use senses and simple	living things inhabit the Earth.	and differences between plants and animals.	behaviors of plants, birds, fish, insects and mammals
	measuring tools to collect data.		plants and animals.	(including humans).
	measuring tools to concet data.			(morading numans).
	A INQ.3: Make predictions			<b>A12.</b> Describe the different
	based on observed patterns.			ways that animals,







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	A INQ.9: Count, order and sort objects by their properties.			including humans, obtain water and food.
Unit 5: IPM Methods  Lesson 7: Wrap Up and Review**	A INQ.1: Make observations and ask questions about objects, organisms and the environment.  A INQ.3: Make predictions based on observed patterns.  A INQ.6: Present information in words and drawings.	PROPERTIES OF MATTER  K.1 – Objects have properties that can be observed and used to describe similarities and differences.	Standard K.1:  2. Make scientific observations using the five senses, and distinguish between an object's observable properties and its name or its uses.	

