

Science Pacing Guide

Kindergarten



Unit 1: Unit: It is Alive! No Its NOT!	
Time Frame	9 weeks
Instructional Days	August 10 – October 9, 2015
Georgia Content Focus Standards	<p>Habits of Mind / Nature of Science – See Page 3</p> <p>RITUALS AND ROUTINES</p> <p>Focus Standards:</p> <p>SKL1: Students will sort living organisms and non-living materials into groups by observable physical attributes.</p> <p>a. Recognize the difference between living organisms and non-living materials.</p> <p>SKL2: Students will compare the similarities and differences in groups of organisms.</p> <p>e. Recognize that you are similar to and different from other students in the class.</p> <p>SKP1. Students will describe objects in terms of the materials they are made of and their physical properties. a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.). b. Use senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, texture, buoyancy, flexibility).</p>
Quarterly Benchmark Assessment Window (October 5-9, 2015)	
Unit 2: Up and Down	
Time Frame	9 weeks
Instructional Days	October 12 - December 18, 2015
Georgia Content Focus Standards	<p>Habits of Mind / Nature of Science – See Page 3</p> <p>Focus Standards:</p> <p>SKP2. Students will investigate different types of motion.</p> <p>a. Sort objects into categories according to their motion. (straight, zigzag, round and round, back and forth, fast and slow, and motionless)</p> <p>b. Push, pull, and roll common objects and describe their motions.</p> <p>SKP3. Students will observe and communicate effects of gravity on objects.</p> <p>a. Recognize that some things, such as airplanes and birds, are in the sky, but return to earth.</p> <p>b. Recognize that the sun, moon, and stars are in the sky, but don't come down.</p> <p>c. Explain why a book does not fall down if it is placed on a table, but will fall down if it is dropped.</p>
Quarterly Benchmark Assessment Window (December 7-11, 2015)	

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Unit 3: Where the Sun and Moon Meet!	
Time Frame	4 weeks
Instructional Days	January 5 – January 29, 2016
Georgia Content Focus Standards	<p>Habits of Mind / Nature of Science – See Page 3</p> <p>SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon and stars) in the day and night sky.</p> <p>a. Describe changes that occur in the sky during the day, as day turning into night, during the night, and as night turns to day.</p> <p>b. Classify objects according to those seen in the day and night sky and those seen in the night sky.</p> <p>Recognize that the Sun supplies heat to the Earth.</p>
Unit 4: Down on the Farm and Up at the Zoo!	
Time Frame	5 weeks
Instructional Days	February 1 - March 11, 2016
Georgia Content Focus Standards	<p>Habits of Mind / Nature of Science – See Page 3</p> <p>SKL2: Students will compare the similarities and differences in groups of organisms.</p> <p>a. Explain the similarities and differences in animals (color, size, appearance, etc)</p> <p>c. Recognize the similarities and differences between a parent and a baby.</p> <p>d. Match pictures of animal parents and their offspring explaining reasoning</p>

Quarterly Benchmark Assessment Window (March 7-11, 2016)

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	Unit 5: Pebbles, Rocks and Sand..OH MY!
	2 weeks
	March 14 – April 1, 2016
	<p>Habits of Mind / Nature of Science – See Page 3</p> <p>SKE2: Students will describe the physical attributes of rocks and soil.</p> <p>a. Use senses to observe and group rocks by physical attributes such as large and small, heavy and light, rough and smooth, and dark and light.</p> <p>b. Use senses to observe soil by physical attributes such as smell, texture, color, particle and grain size. c. Recognize Earth materials like rocks, soils, water, air, etc.</p>
	Unit 6: Leaves, Weeds and other Green Things!
	4 weeks
	April 4 – April 29, 2016
	<p>Habits of Mind / Nature of Science – See Page 3</p> <p>SKL1: Students will sort living organisms and non-living materials into groups by observable physical attributes.</p> <p>a. Recognize the difference between living organisms and non-living materials.</p> <p>b. Group plants according their observable features such as appearance, size, etc.</p> <p>SKL2: Students will compare the similarities and differences in groups of organisms.</p> <p>c. Explain the similarities and differences in plants (color, size, appearance, etc)</p>
Time Frame	3 weeks
Instructional Days	May 2 – May 20, 2016
Georgia Content Focus Standards	Additional Formative Learning review for targeted non-proficiency students Kindergarten content enrichment activities

Quarterly Benchmark Assessment Window (TBA May 2 - 13, 2016)

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Georgia Supporting Standards Descriptions

Habits of Mind

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers for counting, identifying, and describing things and experiences.

b. Make quantitative estimates of nonstandard measurements (blocks, counters) and check by measuring.

SKCS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure (for example: balance scales to determine heavy/light, weather data, nonstandard units for length), and look at objects (for example: magnifiers to look at rocks and soils).

b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects. (For example: paper plate day and night sky models)

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing “Follow the Leader” and noting the changes.)

c. Compare very different sizes (large/small), ages (parent/baby), speeds (fast/slow), and weights (heavy/light) of both manmade and natural things.

SKCS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

b. Begin to draw pictures that portray features of the thing being described.

Nature of Science

SKCS6. Students will understand the important features of the process of scientific inquiry.

a. In doing science, it is often helpful to work with a team and to share findings with others.

b. Tools such as rulers, magnifiers, and balance scales often give more information about things than can be obtained by just observing things without help.

c. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).

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Pertinent Assessment Information

Quarterly Benchmark Assessments – (cumulative)

Question Types

Q1 – 1 OER

Q2 – 8 MC

Q3 – 11 MC and 6 OER

Q4 – 14 MC and 6 OER

Time

- No more than 60 minutes
- Must be scheduled during a single day test session