

UNIT/ORGANIZING PRINCIPLE:BODY OF KNOWLEDGE: THE NATURE OF SCIENCE/ LIFESCIENCE		Pacing: First Nine Weeks		
Essential Question(s)	Big Idea 1: The Practice of Science A. Scientific inquiry is a multifaceted activity. B. The processes of science frequently do not correspond to the traditional portrayal of “the scientific method.” C. Scientific argumentation is a necessary part of scientific inquiry. D. Scientific knowledge is based on observation and inference.		Big Idea 14: Organization/Development of Living Organizations A. All plants and animals, including humans, are alike/different. B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce. C. Humans can better understand the natural world through observation.	
Concepts/ Content	Learning Targets/Skills Students will:	Benchmarks Complexity	Key Vocabulary	Houghton Mifflin Textbook
Weeks 1-2 The Nature of Science	<ul style="list-style-type: none"> Collaborate with a partner to collect information. Keep records as appropriate – such as pictorial records – of investigations conducted. Observe and create a visual representation of an object which includes its major features 	SC.K.N.1.1 <i>Low</i> SC.K.N.1.3 <i>Moderate</i> SC.K.N.1.4 <i>High</i>	experiment thinking inquiry inventor observe partner problems question science scientists solution conclusion	
Week 3 Sense of Sight	<ul style="list-style-type: none"> Recognize the 5 senses and related body parts 	SC.K.L.14.1 <i>Low</i>	five senses eyes far near hand lens sight observation	Unit E: Observing Objects Lesson 1: How Do I Use My Senses? Investigate Pg. 132-133 Big Book Pg. 134-135
Week 4 Sense of Touch	<ul style="list-style-type: none"> Recognize the 5 senses and related body parts 	SC.K.L.14.1 <i>Low</i>	cold explore fingers hot skin tools temperature touch warm *five senses	Same as above
Week 5 Sense of Smell	<ul style="list-style-type: none"> Recognize the 5 senses and related body parts 	SC.K.L.14.1 <i>Low</i>	discover nose smell *five senses	Same as above

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<p>Week 6</p> <p>Sense of Taste</p>	<ul style="list-style-type: none"> Recognize the 5 senses and related body parts 	<p>SC.K.L.14.1 <i>Low</i></p>	<p>bitter salty sour sweet taste tongue *five senses</p>	<p>Same as above</p>	
<p>Week 7</p> <p>Sense of Hearing and Sense of Sound</p>	<ul style="list-style-type: none"> Recognize the 5 senses and related body parts Observe that things that make sound vibrate 	<p>SC.K.L.14.1 <i>Low</i></p> <p>SC.K.P.10.1 <i>Low</i></p>	<p>ears hearing five senses</p> <p>loud soft sound vibrate five senses</p>	<p>Same as above</p> <p>Unit F: Things That Move Lesson 3: What Makes Sound? Investigate Pg. 162-163 Big Book Pg. 164-165</p>	

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Concepts/ Content	Learning Targets/Skills Students will:	Benchmarks Complexity	Key Terminology	Houghton Mifflin Text	
Weeks 8 – 9 Observations and Using Five Senses	<ul style="list-style-type: none"> • Make observations of the natural world and know that they are descriptors collected using the 5 senses • Recognize that learning can come from careful observations 	SC.K.N.1.2. <i>Moderate</i> SC.K.N.1.5. <i>Moderate</i>	observation observe question answers discover		

UNIT/ORGANIZING PRINCIPLE: BODY OF KNOWLEDGE: PHYSICAL SCIENCE				Pacing: Second Nine Weeks
<p>Essential Question(s)</p>	<p>Big Idea 1: The Practice of Science A. Scientific inquiry is a multifaceted activity. B. The processes of science frequently do not correspond to the traditional portrayal of “the scientific method.” C. Scientific argumentation is a necessary part of scientific inquiry. D. Scientific knowledge is based on observation and inference.</p> <p>Big Idea 9: Changes in Matter A. Matter can undergo a variety of changes. B. Matter can be changed physically or chemically. C. The motion of objects can be changed by forces.</p> <p>Big Idea 13: Forces and Changes in Motion A. It takes energy to change the motion of objects. C. Some forces act through physical contact, while others act at a distance.</p>		<p>Big Idea 8: Properties of Matters A. All objects/substances in the world are made of matter. Matter has two fundamental properties: matter takes up space/mass. B. Objects/substances can be classified by their physical/chemical properties.</p> <p>Big Idea 12: Motions of Objects A. Motion is a key characteristic of all matter that can be observed, described, and measured. B. Energy change is understood in terms of forces-pushes or pulls</p>	
Concepts/ Content	Learning Targets/Skills Students will:	Benchmarks Complexity	Key Vocabulary	Houghton Mifflin Textbook
<p>Weeks 10-11</p> <p>Properties of Matter</p>	<ul style="list-style-type: none"> Sort objects by observable properties, such as size, shape, color, temperature (hot/cold), weight (heavy/light) and texture. 	<p>SC.K.P.8.1 <i>Moderate</i></p>	<p>hard investigate Matter notebook Pan balance Predict properties Ruler soft Temperature Thermometer Weight objects Sort</p>	<p>Unit E Lesson 2 How Can I Sort Objects? Investigate pp 136-7 Big Book pp 138-139 And Lesson 4 What Are Things Made Of? Investigate pp 144-5 Big Book pp 146-7</p>
<p>Week 12-13</p> <p>Changes in Matter</p>	<ul style="list-style-type: none"> Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling. 	<p>SC.K.P.9.1 <i>Low</i></p>	<p>bend change crumple cut fold model roll smash tear before after</p>	<p>Unit E: Observing Objects Lesson 3: How Can I Change Objects? Investigate Pg. 140-1 Big Book Pg. 142-3</p>

<p>Weeks 14-16</p> <p>Motions of Objects</p>	<ul style="list-style-type: none"> Investigate that things move in different ways, such as fast, slow, etc. 	<p>SC.K.P.12.1</p> <p><i>High</i></p>	<p>bounce crawl fast fly hop motion slide slow swim move</p>	<p>Unit F: Things That Move Lesson 4: How Do Things Move? Investigate pp 176-7 Big Book pp 178-9</p>
<p>Weeks 17-18</p> <p>Forces and Changes in Motion</p>	<ul style="list-style-type: none"> Observe that a push or a pull can change the way an object is moving. 	<p>SC.K.L.13.1</p> <p><i>Low</i></p>	<p>direction predict pull push speed</p>	<p>Unit F: Things That Move Lesson 5: What Are Pushes and Pulls? Investigate pp 182-3 Big Book pp 184-5</p>

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Concepts/Content	Learning Targets/Skills Students will:	Benchmarks Complexity	Key Terminology		Houghton Mifflin Text
Week 19 Gravity	<ul style="list-style-type: none"> Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up 	SC.K.E.5.1 <i>Moderate</i>	gravity		Unit D: Looking at the Sky Lesson 6: What Can I See in the Sky? Investigate: pp 118-9 Big Book: pp120-121
Weeks 20-23 Patterns and Objects in the Day and Night Sky	<ul style="list-style-type: none"> Recognize the repeating pattern of day and night Recognize that the Sun can only be seen in the daytime Observe that sometimes the Moon can be seen at night and sometimes during the day 	SC.K.E.5.2 <i>Low</i> SC.K.E.5.3 <i>Low</i> SC.K.E.5.4 <i>Moderate</i>	clouds day moon night pattern sky stars sun		Lesson 7: How Does the Sun Seem to Move? Investigate: pp 124-5 Big Book: pp 126-7
Weeks 24-27 Relationship of Size and Distance	<ul style="list-style-type: none"> Observe that things can be big and things can be small as seen from Earth. Observe that some objects are far away and some are nearby as seen from Earth. 	SC.K.E.5.5 <i>High</i> SC.K.E.5.6 <i>High</i>	big distance far away nearby size small		

Third Quarter Pacing

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Concepts/ Content	Learning Targets/Skills Students will:	Benchmarks Complexity	Key Terminology	Houghton Mifflin Text	
Weeks 28-29 Plants	<ul style="list-style-type: none"> Observe plants, describe how they are alike and how they are different in the way they look and in the things they do. 	SC.K.L.14.3 <i>Moderate</i>	alike animals behaviors different flower imaginary leaf parts plants real-life root stem	Unit A: Looking at Plants and Animals Lesson 5: What Parts Do Plants Have? Investigate: pp 24-5 Big Book: pp 26-7 Lesson 7: How Are Plants the Same and Different? Investigate: pp34-35 Big Book: pp 36-7	
Weeks 30-31 Animals	<ul style="list-style-type: none"> Observe animals, describe how they are alike and how they are different in the way they look and in the things they do. 	SC.K.L.14.3 <i>Moderate</i>	alike animals behaviors different flower imaginary leaf parts plants real-life root stem	Unit A: Looking at Plants and Animals Lesson 2: How Do Animals Move? Investigate: pp 10-11 Big Book: pp12-15 Lesson 4: How Can I Sort Animals? Investigate: 20-21 Big Book: 22-23	

<p>Weeks 32-34</p> <p>Plants and Animals</p>	<ul style="list-style-type: none"> Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. 	<p>SC.K.L.14.3 <i>Moderate</i></p>	<p>alike animals behaviors different flower imaginary leaf parts plants real-life root stem</p>	<p>Unit A: Looking at Plants and Animals Lesson 1: What Body Parts Do Animals Have? Investigate: pp4-5 Big Book: pp 6-7 Lesson 3: How Do Animals Grow and Change? Investigate: pp 16-17 Big Book: pp 18-19 And Lesson 6: How Do Plants Grow and Change? Investigate: pp 28-9 Big Book: pp 30-33 Lesson 7: How Are Plants the Same and Different? Investigate: pp 34-35 Big Book: pp 36-7</p>
<p>Weeks 35-36</p> <p>Real-Life Vs. Imaginary</p>	<ul style="list-style-type: none"> Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. 	<p>SC.K.L.14.2 <i>Moderate</i></p>	<p>alike animals behaviors different flower imaginary leaf parts plants real-life root stem</p>	<p>Use literature throughout the school year to teach this standard.</p>

Kindergarten

Curriculum Calendar

Science

ADDITIONAL RESOURCES

www.pppst.com

Multi subject/topic website

www.mimioconnect.com