

Kindergarten Science/S.S. Pacing Guide

SOL	Standards and Essential Skills	Time
S.S. K.1, K.10	<p><u>Rules/Citizenship</u> The student will demonstrate that being a good citizen involves</p> <ul style="list-style-type: none"> a) taking turns and sharing; b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings. 	<p>14 days (overlapping with Colors)</p>
Science K.3 a	<p><u>Matter (Colors)</u> The student will investigate and understand that physical properties of an object can be described using color.</p>	<p>14 days (overlapping with Citizenship and Apples)</p>
Science K.1, K.6, K.7, K.9, K.10	<p><u>Fall/Apples</u></p> <p>K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects.</p> <p>Key ideas include: All things can be classified as living or nonliving and living organisms have certain characteristics that distinguish them from nonliving objects</p> <p>K.7 The student will investigate and understand that plants and animals have basic needs and life processes.</p> <p>Key ideas include: Living things need adequate food, water, shelter, air, and space to survive. Plants and animals have life cycles. Offspring of plants and animals are similar but not identical to their parents or to</p>	<p>10 days (overlapping with Colors)</p>

	<p>one another.</p> <p>K.9 The student will investigate and understand that there are patterns in nature. Key patterns include daily weather, seasonal changes and day and night</p> <p>K.10 The student will investigate and understand that change occurs over time. Key ideas include natural and human-made things change over time; living and nonliving things change over time; changes can be observed and measured; changes can be fast or slow.</p>	
<p>S.S. K.1 K.8</p>	<p><u>Fire Prevention</u> The student will match simple descriptions of work that people do with the names of those jobs.</p>	<p>5 days</p>

<p>S.S. K.1, K.4, K.5, K.6, K.7</p>	<p><u>Map Skills</u></p> <p>K.4 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.</p> <p>K.5 The student will use simple maps and globes to</p> <ul style="list-style-type: none"> a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; b) describe places referenced in historical events, stories, and real-life situations; c) locate land and water features; d) identify basic map symbols in a map legend; and e) identify places and objects of a familiar area. <p>K.6 The student will develop an awareness that maps and globes</p> <ul style="list-style-type: none"> a) show a view from above; b) show things in smaller size; and c) show the position of objects. <p>K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.</p>	<p>5 days</p>
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<p>Science K.1, K.6, K.7, K.9, K.10</p>	<p><u>Pumpkins</u> K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include: All things can be classified as living or nonliving and living organisms have certain characteristics that distinguish them from nonliving objects</p> <p>K.7 The student will investigate and understand that plants and animals have basic needs and life processes. Key ideas include: Living things need adequate food, water, shelter, air, and space to survive. Plants and animals have life cycles. Offspring of plants and animals are similar but not identical to their parents or to one another.</p> <p>K.9 The student will investigate and understand that there are patterns in nature. Key patterns include daily weather, seasonal changes and day and night</p> <p>K.10 The student will investigate and understand that change occurs over time. Key ideas include natural and human-made things change over time; living and nonliving things change over time; changes can be observed and measured; changes can be fast or slow.</p>	<p>5 days</p>
<p>Science K.5</p>	<p><u>Five Senses (Texture Sort)</u> The students will investigate and understand that senses allow humans to seek, find, take in, and react or respond to different information. Key ideas include a) the five basic senses correspond to specific human body structures; and b) senses are used in our daily lives.</p>	<p>5 days</p>
<p>S.S. K.10</p>	<p><u>Me/Family</u> The student will investigate and understand that change occurs over time. Key ideas include natural and human-made things change over time; living and nonliving things change over time; changes can be observed and measured; changes can be fast or slow.</p>	<p>5 days</p>

<p>S.S. K.1 and K.3</p>	<p><u>Past/Present</u> K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) viewing artifacts and primary and secondary sources to develop an understand of history g)making connections between past and present</p> <p>K.3 The student will sequence events in the past and present and begin to recognize that things change over time.</p>	<p>5 days</p>
<p>S.S. K.1, K.11</p>	<p><u>Thanksgiving</u> K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) viewing artifacts and primary and secondary sources to develop an understand of history K.11 The student will develop an understanding of how communities express patriotism through events and symbols by d) recognizing the holidays and people associated with Thanksgiving Day *Thanksgiving PBL</p>	<p>8 days</p>
<p>S.S. K.1 and K.9</p>	<p><u>Economics (Needs/Wants/Choices)</u> K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by h) using a decision-making model to make informed decisions K.9 The student will a) recognize that people make choices because they cannot have everything they want; b) explain that people work to earn money to buy the things they want</p>	<p>5 days</p>
<p>S.S. K.11</p>	<p><u>Holiday</u> The student will develop an understanding of how communities express patriotism though events and symbols by d) recognizing the holidays and the people associated</p>	<p>10 days</p>

<p>Science K.9 K.4 and K.10</p>	<p><u>Winter</u> The student will investigate and understand that there are patterns in nature. Key patterns include a) daily weather b) seasonal changes c) day and night <u>Water</u> K.4 The student will investigate and understand that water is important in our daily lives and has properties. Key ideas include a) water has many uses; b) water can be found in many places; c) water occurs in different phases; and d) water flows downhill. K. 10 The student will investigate and understand that change occurs over time. Key ideas include a) natural and human-made things change over time; b) living and nonliving things change over time; c) changes can be observed and measured; and d) changes may be fast or slow.</p>	<p>7 days</p>
<p>S.S. K.1 K.11d</p>	<p><u>Martin Luther King Jr./ Black History</u> K.1 The student will develop an understanding of how communities express patriotism through events and symbols by a) viewing artifacts and primary and secondary sources to develop an understanding of history; K.11 d The student will develop an understanding of how communities express patriotism through events and symbols by recognizing the holiday and the people associated with Martin Luther King Jr. Day</p>	<p>5 days</p>
<p>S.S. K.1 K.8</p>	<p><u>Community Helpers</u> K.1 The student will develop an understanding of how communities express patriotism through events and symbols. K.8 The student will match simple descriptions of work that people do with the names of those jobs.</p>	<p>8 days</p>

<p>Science K.8</p>	<p><u>Shadow and Temperature</u> The student will investigate and understand that light influences temperature on Earth’s surfaces and can cause shadows. Key ideas include a) the sun provides light and warms Earth’s surface; b) shadows can be produced when sunlight or artificial light is blocked by an object; and objects in shadows and objects in sunlight have different temperatures.</p>	<p>5 days</p>
<p>S.S. K.1 K.10</p>	<p><u>Friendship/Valentine’s Day</u> The student will demonstrate that being a good citizen involves a) taking turns and sharing b) taking responsibility for certain classroom chores; c) taking care of personal belongings and respecting what belongs to others; d) following rules and understanding the consequence of breaking rules; e) practicing honesty, self-control, and kindness to others; f) participating in decision making in the classroom; and g) participating successfully in group settings.</p>	<p>5 days</p>
<p>S.S. K.1 K.11</p>	<p><u>Patriotism (Presidents’ Day, George Washington)</u> The student will develop an understanding of how communities express patriotism through events and symbols by d) recognizing the holidays and the people associated with the holiday George Washington Day (Presidents’ Day).</p>	<p>5 days</p>

<p>S.S. K.1, K.2, K.3, K.7</p>	<p><u>Madison Studies (Field Trip to Sheriff's Dept., Court House, Library)</u></p> <p>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) viewing artifacts and primary and secondary sources to develop an understanding of history</p> <p>K.2 The student will recognize that history describes events and people from other times and places by</p> <p>a) identifying examples of historical events, stories, and legends that describe the development of the local community; and</p> <p>b) identifying people who helped establish and lead the local community over time.</p> <p>K.3 The student will sequence events in the past and present and begin to recognize that things change over time.</p> <p>K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.</p>	<p>10 days</p>
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<p>S.S. K.1, K.2, K.3, K.7</p>	<p><u>Community Past and Present</u></p> <p>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) viewing artifacts and primary and secondary sources to develop an understanding of history</p> <p>K.2 The student will recognize that history describes events and people from other times and places by</p> <p>a) identifying examples of historical events, stories, and legends that describe the development of the local community; and</p> <p>b) identifying people who helped establish and lead the local community over time.</p> <p>K.3 The student will sequence events in the past and present and begin to recognize that things change over time.</p> <p>K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.</p>	<p>5 days</p>
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<p>Science K.6, K.7, K.9, K.10</p>	<p><u>Gardens</u></p> <p>K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include</p> <ul style="list-style-type: none"> a) all things can be classified as living or nonliving; and b) living organisms have certain characteristics that distinguish them from nonliving objects. <p>K.7 The student will investigate and understand that plants and animals have basic needs and life processes. Key ideas include</p> <ul style="list-style-type: none"> a) living things need adequate food, water, shelter, air, and space to survive; b) plants and animals have life cycles; and c) offspring of plants and animals are similar but not identical to their parents or to one another. <p>K.9 The student will investigate and understand that there are patterns in nature. Key patterns include</p> <ul style="list-style-type: none"> a) daily weather; b) seasonal changes; and c) day and night. <p>K.10 The student will investigate and understand that change occurs over time. Key ideas include</p> <ul style="list-style-type: none"> a) natural and human-made things change over time; b) living and nonliving things change over time; c) changes can be observed and measured; and d) changes may be fast or slow. 	<p>5 days</p>
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<p>Science K.9, K.10</p>	<p><u>Spring</u></p> <p>K.9 The student will investigate and understand that there are patterns in nature. Key patterns include</p> <ul style="list-style-type: none"> a) daily weather; b) seasonal changes; and c) day and night. <p>K.10 The student will investigate and understand that change occurs over time. Key ideas include</p> <ul style="list-style-type: none"> a) natural and human-made things change over time; b) living and nonliving things change over time; c) changes can be observed and measured; and d) changes may be fast or slow. 	<p>6 days</p>
<p>S.S. K.11</p>	<p><u>Easter</u></p> <p>The student will develop an understanding of how communities express patriotism through events and symbols.</p>	<p>5 days</p>
<p>Science K.2</p>	<p><u>Force-Push and Pull</u></p> <p>The student will investigate and understand that pushes and pulls affect the motion of objects. Key ideas include</p> <ul style="list-style-type: none"> a) pushes and pulls can cause an object to move; b) pushes and pulls can change the direction of an object; and c) changes in motion are related to the strength of the push or pull. 	<p>5 days</p>

Science K.11	<u>Earth Day/Recycle</u> The student will investigate and understand that humans use resources. Key ideas include a) some materials and objects can be used over and over again; b) materials can be recycled; and c) choices we make impact the air, water, land and living things.	5 days
S.S. K.1 i	<u>Mother's Day</u> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities;	5 days

<p>Science K.6, K.7, K.9, K.10</p>	<p><u>Life Cycles (Living and NonLiving)</u></p> <p>K.6 The student will investigate and understand that there are differences between living organisms and nonliving objects. Key ideas include</p> <ul style="list-style-type: none"> a) all things can be classified as living or nonliving; and b) living organisms have certain characteristics that distinguish them from nonliving objects. <p>K.7 The student will investigate and understand that plants and animals have basic needs and life processes. Key ideas include</p> <ul style="list-style-type: none"> a) living things need adequate food, water, shelter, air, and space to survive; b) plants and animals have life cycles; and c) offspring of plants and animals are similar but not identical to their parents or to one another. <p>K.9 The student will investigate and understand that there are patterns in nature. Key patterns include</p> <ul style="list-style-type: none"> a) daily weather; b) seasonal changes; and c) day and night. <p>K.10 The student will investigate and understand that change occurs over time. Key ideas include</p> <ul style="list-style-type: none"> a) natural and human-made things change over time; b) living and nonliving things change over time; c) changes can be observed and measured; and d) changes may be fast or slow. 	<p>15 days</p>
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<p>S.S. K.1 K.11</p>	<p><u>Patriotism (Flag, Independence Day, Juneteenth)</u></p> <p>K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> a) viewing artifacts and primary and secondary sources to develop an understanding of history; b) using basic map skills to support an understanding of the community; c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community; d) asking appropriate questions to solve a problem; e) comparing and contrasting people, places, or events; f) recognizing direct cause-and-effect relationships; g) making connections between past and present; <p>K.11 The student will develop an understanding of how communities express patriotism through events and symbols by</p> <ul style="list-style-type: none"> a) recognizing the American flag; b) recognizing the Pledge of Allegiance; c) knowing that the president is the leader of the United States; and d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents’ Day); and Independence Day (Fourth of July). 	<p>10 days</p>
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