Prince George County Public Schools Kindergarten Science Pacing Guide

SOLs should be taught so that each student will have mastered that particular SOL by the end of the nine week period. The skills listed in each nine weeks will be assessed unless designated as Introduced or Not Tested.

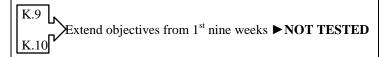
period. The skills listed in each nine weeks will be assessed unless designated as Introduced or Not Tested. **First Nine Weeks** First Nine Weeks The student will... The student will... K.9...investigate and understand that there are simple repeating K.1... conduct investigations in which basic properties of objects are identified by direct patterns in his/her daily life. Key concepts include observation: weather observations; observations are made from multiple positions to achieve b) the shapes and forms of many common natural objects different perspectives; including seeds, cones, and leaves; and a set of objects is sequenced according to size; animal and plant growth; a set of objects is separated into two groups based on a single physical attribute; K.9 Introduced ▶ NOT Tested observations and predictions are made for an unseen member in a sequence of objects; a question is developed and predictions are made from one K.10...investigate and understand that change occurs over time or more observations; and rates may be fast or slow. Key concepts include an unseen member in a sequence of objects is predicted; unusual or unexpected results in an activity are recognized a) natural and human-made things may change over time; k) objects are described both pictorially and verbally; changes can be observed and measured K.10 Introduced ▶ NOT Tested K.1b, 1f, 1g, 1j, 1k ► Introduced – NOT Tested K.2...investigate and understand that humans have senses that **Second Nine Weeks** allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings. Key concepts include The student will... a) five senses and corresponding sensing organ (taste – tongue, touch – skin, smell – nose, hearing- ears, K.1... conduct investigations in which and sight – eyes); and b) observations are made from multiple positions to achieve b) sensory descriptors used to describe common objects different perspectives; and phenomena. (taste: sweet, sour, bitter, salty; f) an unseen member in a sequence of objects is predicted

- and phenomena. (taste: sweet, sour, bitter, salty; touch: rough/smooth, hard/soft, cold, warm, hot; hearing: loud/soft, high/low, bright/dull; smell: strong, faint, bad, good)
- K.4... investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include
 - a) colors (red, orange, yellow, green, blue, purple, white, and black)
 - b) shapes (circle, triangle, square, and rectangle) and forms (flexible/stiff, straight/curved);
 - c) textures (rough/smooth) and feel (hard/soft);
 - d) relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short); and
 - e) relative position (over/under, in/out, above/below, left/right) and speed (fast/slow).

- g) a question is developed from one or more observations about the natural world;
- j) unusual or unexpected results in an activity are recognized
- k) objects are described both pictorially and verbally

K.1f, 1g, 1j, $1k \triangleright NOT$ Tested

- K.5...investigate and understand that water flows and has properties that can be observed and tested. Key concepts include
 - a) water occurs in different phases (solid, liquid, gas);
 - b) water flows downhill;
 - c) some materials float in water, while others sink



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Third Nine Weeks Fourth Nine Weeks The student will... The student will... K.1... conduct investigations in which K.1... conduct investigations in which f) an unseen member in a sequence of objects is predicted e) nonstandard units are used to measure common objects; g) a question is developed from one or more observations f) an unseen member in a sequence of objects is predicted; about the natural world; a question is developed from one or more observations; j) unusual or unexpected results in an activity are recognized. observations are recorded k) objects are described both pictorially and verbally; i) picture graphs are constructed using 10 or fewer items; j) unusual or unexpected results in an activity are recognized K.1f, 1g, 1j, $1k \triangleright NOT$ Tested k) objects are described both pictorially and verbally. K.6...investigate and understand basic needs and life processes of K.3...investigate and understand that magnets have an effect on plants and animals. Key concepts include some materials, make some things move without touching them, and have useful applications. Key concepts include animals need adequate food, water, shelter, air, and space to survive; magnetism and its effects plants need nutrients, water, air, light, and a place to grow b) useful applications of magnetism plants and animals change as they grow, have varied life K.11...investigate and understand that materials can be reused, cycles, and eventually die; recycled, and conserved. Key concepts include offspring of plants and animals are similar but not identical materials and objects can be used over and over again; to their parents and to one another everyday materials can be recycled; and K.8...investigate and understand that shadows occur when light is water and energy conservation at home and in school blocked by an object. Key concepts include helps preserve resources for future use. shadows occur in nature when sunlight is blocked by an object; and shadows can be produced by blocking artificial light K.9...investigate and understand that there are simple patterns in sources. his/her daily life. Key concepts include weather observations; K.9...investigate and understand that there are simple patterns in the shapes and forms of many common natural objects his/her daily life. Key concepts include including seeds, cones, and leaves; animal and plant growth; and animal and plant growth; home and school routines. K.6...investigate and understand the differences between living organisms and nonliving objects. Key concepts include K.10...investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include a) all things can be classified as living or nonliving and a) natural and human-made things may change over time; b) living organisms have certain characteristics that b) changes can be noted and measured distinguish them from nonliving objects including growth, movement, response to the environment, having offspring and the need for food, air and water Extend objectives from 1st & 2nd nine weeks K.9a, b, d

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► NOT TESTED

K.10