ELIZABETH PUBLIC SCHOOLS
Every child, Achieving Excellence

Marking Period 1 (MP1)	Science Curriculum Pacing Guide Grade Kindergarten
MP1 **Standards for Science Content**	K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (U1) K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (U1) K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (U1) K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. (U5) K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. (U5) K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (U5) K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (U5)
MP1 **Topics**	Unit 1- Engineering Design Process Unit 5- Push and Pulls
MP1 **Skills/Concepts**	• Problems can be solved through engineering. (U1) • Before designing a solution, it is important to clearly understand the problem. (U1) • Designs can be conveyed through sketches, drawings, or physical models. (U1) • It is useful to compare and test designs. (U1) • The shape and stability of structures of natural and designed objects are related to their function(s). (U1) • Pushes and pulls can have different strengths and directions. (U5) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (U5) • A bigger push or pull makes things speed up or slow down more quickly. (U5) • Simple tests can be designed to gather evidence to support or refute student ideas about causes. (U5) • When objects touch or collide, they push on one another and can change motion. (U5) • A situation that people want to change or create can be approached as a problem to be solved through engineering. (U5)
MP1 **Core Materials**	HMH Into Science

Marking Period 2 (MP2)	Science Curriculum Pacing Guide Grade Kindergarten
MP2 **Standards for Science Content**	K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. U3L1 K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. U3L2 K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. U3L2 K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. U5L2 K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. U5L2 K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. U5L2 K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. U5L2
MP2 **Topics**	Unit 5 Lesson 2– Push and Pull Unit 3- Resources in Environments
MP2 **Skills/Concepts**	• Plants and animals can change their environment. (U3L1) • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (U3L1) • Systems in the natural and designed world have parts that work together. (U3L1) • Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (U3L2) • Simple tests can be designed to gather evidence to support or refute student ideas about causes. (U3L2) • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solution to other people. (U3L2) • When objects touch or collide, they push on one another and can change motion. (U5L2) • A situation that people want to change or create can be approached as a problem to be solved through engineering. (U5L2)
MP2 **Core Materials**	HMH Into Science

Marking Period 3 (MP3)	Science Curriculum Pacing Guide Grade Kindergarten
MP3 **Standards for Science Content**	K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
MP3 **Topics**	Unit 4- Weather
MP3 **Skills/Concepts**	Sunlight warms Earth's surface. Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. Events have causes that generate observable patterns. Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. Patterns in the natural and human designed world can be observed and used as evidence. Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. People encounter questions about the natural world every day. People depend on various technologies in their lives. Asking questions, making observations, and gathering information are helpful in thinking about problems.
MP3 **Core Materials**	HMH Into Science

Marking Period 4 (MP4)	Science Curriculum Pacing Guide Grade Kindergarten
MP4 **Standards for Science Content**	K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. (U2L1/L2) K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. (U2L3)
MP4 **Topics**	Unit 2- Plants and Animals
MP4 **Skills/Concepts**	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (U2) Patterns in the natural and human designed world can be observed and used as evidence. (U2) Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (U2) Systems in the natural and designed world have parts that work together. (U2)
MP4 **Core Materials**	HMH Into Science