

Science: Kindergarten Quarterly Pacing Guide

Quarter 1: Foundational Skills

- Foundational skills necessary for future learning in Science (include activities to assist students in developing investigative thinking, argumentation, and reasoning skills)
 - Science Conduct
 - Senses
 - Safety
 - Scientific Process
 - Scientific Tools

Quarter 2: Ecosystems-Interactions, Energy, & Dynamics

- **Standard 3:** Distinguish between living and nonliving things and verify what living things need to survive (e.g., animals needing food, water, and air; plants needing nutrients, water, sunlight, and air).
- **Standard 4:** Gather evidence to support how plants and animals provide for their needs by altering their environment (e.g., tree roots breaking a sidewalk to provide space, red fox burrowing to create a den to raise young, humans growing gardens for food and building roads for transportation).
- **Standard 5:** Construct a model of a natural habitat (e.g., terrarium, ant farm, diorama) conducive to meeting the needs of plants and animals native to Alabama.
- **Standard 6:** Identify and plan possible solutions (e.g., reducing, reusing, recycling) to lessen the human impact on the local environment.*

Quarter 3: Earth's Systems

- **Standard 7:** Observe and describe the effects of sunlight on Earth's surface (e.g., heat from the sun causing evaporation of water or increased temperature of soil, rocks, sand, and water).
- **Standard 8:** Design and construct a device (e.g., hat, canopy, umbrella, tent) to reduce the effects of sunlight.*
- **Standard 9:** Observe, record, and share findings of local weather patterns over a period of time (e.g., increase in daily temperature from morning to afternoon, typical rain and storm patterns from season to season).
- **Standard 10:** Ask questions to obtain information about the purpose of weather forecasts in planning for, preparing for, and responding to severe weather.*

Quarter 4: Motion & Stability-Forces & Interactions

- **Standard 1:** Investigate the resulting motion of objects when forces of different strengths and directions act upon them (e.g., object being pushed, object being pulled, two objects colliding).
- **Standard 2:** Use observations and data from investigations to determine if a design solution (e.g., designing a ramp to increase the speed of an object in order to move a stationary object) solves the problem of using force to change the speed or direction of an object.*