

**Spiral Review:** Students should engage daily in the [Science and Engineering Practices](#) -the Science and Engineering Practices are designed to develop students' deeper understanding of science by engaging in the actual work of science and engineering **and** identify the [Crosscutting Concepts](#) - bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering.

## 2020-2021 [Kindergarten](#) Curriculum Map

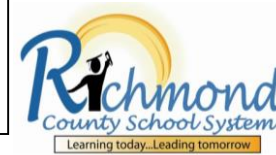
The suggested instructional pacing schedule is approximate and can be adjusted; however, the sequence of instruction should not be altered. Teachers should adhere to the guide as closely as possible. **Note: The Review Unit and Pre-Unit Review Buffers have been included to provide additional learning supports.**

### First Semester

#### 1<sup>st</sup> Nine Weeks

Unit 0 <a href="#">Think Like a Scientist</a>	Unit 1 <a href="#">Physical Attributes</a>	Buffer
Scientific Inquiry  Lab Safety	<b>Priority Standard</b> SKP1b  <b>Supporting Standards</b> SKP1a SKP1c	<b>Priority Standard</b> SKP1b
<b>9 days</b>	<b>4.5 weeks (21 days)</b>	<b>3 days</b>
<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• <a href="#">Science and Engineering Practices</a>-skills necessary for students to <b>think, act</b> and <b>communicate ideas</b> like a scientist/engineer</li> <li>• <a href="#">Cross Cutting Concepts</a>-helps students make <b>connections</b> across the differing areas of disciplinary content</li> <li>• <b>Proper</b> lab safety procedures</li> </ul>	<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Properties of Matter</li> <li>• Physical Attributes</li> <li>• Floating and Sinking</li> </ul> <b>Science and Engineering Practices</b> <ul style="list-style-type: none"> <li>• Obtaining, evaluating and communicating information</li> <li>• Construct explanations and designing solutions</li> <li>• Planning and carrying out investigations</li> <li>• Asking questions and defining problems</li> </ul> <b>Crosscutting Concepts</b> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Scale, Proportion, and Quantity</li> </ul>	<b>Assessment Remediation Enrichment</b>

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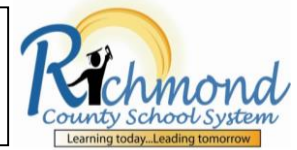
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### First Semester

#### 2<sup>nd</sup> Nine Weeks

Pre-Unit 2 Review Buffer	Unit 2 <u>Motion</u>	Buffer
<b>Spiral Review</b>	<b>Priority Standard</b> SKP2a <b>Supporting Standard</b> SKP2b	<b>Priority Standard</b> SKP2a
<b>1 day</b>	<b>5.5 weeks (28 days)</b>	<b>3 days</b>
<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Properties of Matter</li> <li>Physical Attributes</li> <li>Floating and Sinking</li> </ul>	<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Objects pull or push each other when they collide or are connected</li> <li>Pushes and pulls can have different strengths and directions</li> <li>Pushing and pulling on an object can change the speed or directions of its motion and can start or stop it.</li> </ul> <p style="text-align: center;"><b>Science and Engineering Practices</b></p> <ul style="list-style-type: none"> <li>Obtaining, evaluating and communicating information</li> <li>Planning and carrying out investigations</li> <li>Engaging in argument from evidence</li> <li>Developing and using models</li> </ul> <p style="text-align: center;"><b>Crosscutting Concepts</b></p> <ul style="list-style-type: none"> <li>Patterns</li> <li>Cause and Effect</li> <li>System and systems model</li> <li>Energy and matter</li> </ul>	<b>Assessment Remediation Enrichment</b>

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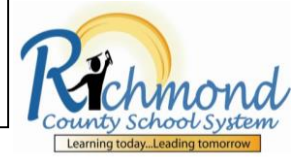
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### Second Semester

#### 3<sup>rd</sup> Nine Weeks

Pre-Unit 3 Review Buffer	Unit 3 <a href="#">Time Patterns</a> (Day and Night)	Buffer	Unit 4 <a href="#">Earth Materials</a> (Rocks, Soil, Water and Air)	Buffer
<b>Spiral Review</b>	<b>Priority Standard</b> SKE1b <b>Supporting Standard</b> SKE1a	<b>Priority Standard</b> SKE1b	<b>Priority Standards</b> SKE2a SKE2b <b>Supporting Standards</b> SKE2c	<b>Priority Standards</b> SKE2a SKE2b
<b>1 day</b>	<b>3.5 weeks</b> (20 days)	<b>3 days</b>	<b>3.5 weeks</b> (18 days)	<b>3 days</b>
<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Pushes</li> <li>Pulls</li> </ul>	<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Patterns of the motion of the Sun, moon and stars in the sky can be observed, describes and predicted</li> </ul> <b>Science and Engineering Practices</b> <ul style="list-style-type: none"> <li>Obtaining, evaluating and communicating information</li> <li>Developing and using models</li> <li>Engaging in argument from evidence</li> </ul> <b>Crosscutting Concepts</b> <ul style="list-style-type: none"> <li>Patterns</li> <li>Cause and Effect</li> <li>Systems and system models</li> </ul>	<b>Assessment Remediation Enrichment</b>	<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Rocks, soils and sand</li> <li>Plants and animals depend on the land, water and air to live</li> <li>Living things try to live in places that have the things they need</li> </ul> <b>Science and Engineering Practices</b> <ul style="list-style-type: none"> <li>Obtaining, evaluating and communicating information</li> <li>Constructing explanations</li> <li>Engaging in argument from evidence</li> </ul> <b>Crosscutting Concepts</b> <ul style="list-style-type: none"> <li>Patterns</li> <li>Cause and Effect</li> <li>Structure and function</li> </ul>	<b>Assessment Remediation Enrichment</b>

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### Second Semester

#### 4<sup>th</sup> Nine Weeks

Pre-Unit 5 Review Buffer	Unit 5	Buffer
<b>Spiral Review</b>	<a href="#">Living and Non-Living</a> <b>Priority Standards</b> SKL1a SKL2a SKL2b SKL2c <b>Supporting Standard</b> SKL1b	<b>Priority Standards</b> SKL1a SKL2a SKL2b SKL2c
<b>1 day</b>	<b>8 weeks (41 days)</b>	<b>3 days</b>
<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Day and Night</li> <li>Rocks, Soil, Water, and Air</li> </ul>	<b>Core Ideas</b> <ul style="list-style-type: none"> <li>Animals and plants need food, water and/or light to survive</li> <li>Plants and animals have predictable characteristics at different stages of development</li> </ul> <b>Science and Engineering Practices</b> <ul style="list-style-type: none"> <li>Obtaining, evaluating and communicating information</li> <li>Construct explanations and designing solutions</li> <li>Planning and carrying out investigations</li> <li>Asking questions and defining problems</li> <li>Developing and using models</li> </ul> <b>Crosscutting Concepts</b> <ul style="list-style-type: none"> <li>Patterns</li> <li>Structure and Function</li> <li>Stability and Change</li> <li>Energy and Matter</li> </ul>	<b>Assessment Remediation Enrichment</b>

