



	Unit	Module	Topic Name	Standards	Pacing
Q1	Plants and Animals	1	Living and Nonliving Things	SC.K.L.14.2 , SC.K.N.1.2	7 Days
			Parts of Plants	SC.K.L.14.1 , SC.K.N.1.1	6 Days
			Parts of Animals	SC.K.L.14.1 , SC.K.N.1.2	7 Days
			Plant and Animal Survival	SC.K.L.14.1 , SC.K.N.1.4	7 Days
Q2	Parents and Their Young	2	Plants Grow and Change	SC.K.L.14.3 , SC.K.N.1.1 , SC.K.N.1.2	7 Days
			Plants and their Parents	SC.K.L.14.3 , SC.K.N.1.1 , SC.K.N.1.2 , SC.K.N.1.3	7 Days
			Compare Animals	SC.K.L.14.3 , SC.K.N.1.1	6 Days
			Animals and Their Parents	SC.K.L.14.3 , SC.K.N.1.1 , SC.K.N.1.3	7 Days
Q3	Earth and Space	3	Day and Night	SC.K.E.5.2 , SC.K.N.1.2	5 Days
			The Sun and Stars	SC.K.E.5.3 , SC.K.E.5.6 , SC.K.N.1.2 , SC.K.N.1.3	6 Days
			The Moon	SC.K.E.5.1 , SC.K.E.5.4 , SC.K.E.5.5 , SC.K.N.1.3	6 Days
	Matter	4	Describe Matter	SC.K.P.8.1 , SC.K.N.1.2	5 Days
			Paper and Clay	SC.K.P.9.1	5 Days
Q4	Sound energy	5	Sound	SC.K.P.10.1 , SC.K.N.1.2	7 Days
			Making Sound	SC.K.P.10.1 , SC.K.N.1.2	7 Days
	Forces and Motion	6	Pushes and Pulls	SC.K.P.13.1 , SC.K.N.1.1	7 Days
			When Objects Collide	SC.K.P.12.1 , SC.K.N.1.1	6 Days

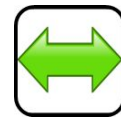
* Pacing based on Elementary Schedule Best Practice: Three(3) science lessons per week, Thirty(30) minutes per lesson



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Science-Grade K: Quarter 1 Curriculum Map

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Q u a r t e r O n e	Module #1- Plants and Animals						
	Instructional Guide	Duration	Standards	Students Do ELL Language Objectives	Students Know	EQ	Assignment
	Living and Nonliving Things	7 days	SC.K.L.14.2- Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. SC.K.N.12- Recognize that learning can come from careful observation. LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Students will explain if something is living or nonliving. Students will investigate living and nonliving things. Students will compare and contrast living and nonliving things. Students will observe and record examples of living and nonliving things.	Students will demonstrate an understanding of living or nonliving by identifying and explaining why something is living or nonliving.	How can you tell if something is living?	Science Probe: Living and Nonliving Performance Task: Real and Not Real Poster

	<p>Parts of Plants</p> <p>Note: This lesson includes the use of the leveled reader, <i>Plants Grow</i>. See the Explain section on the lesson for directions on use.</p>	6 days	<p>SC.K.L.14.1- Recognize the five senses and related body parts. SC.K.N.1.1- Collaborate with a partner to collect information. LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Students will explain how plants collect light from the sun to make food.</p> <p>Students will identify parts of plants.</p> <p>Students will explain how plant parts help a plant.</p> <p>Students will investigate how water travels through a plant.</p>	<p>Students will apply what they have learned about the structure of a plant by identifying how a plant's parts help it live and grow.</p>	<p>What parts help plants live and grow?</p>	<p>Science Probe: Catching Sunlight</p> <p>Performance Task: Make a Plant</p>
	<p>Parts of Animals</p>	7 days	<p>SC.K.L.14.1-Recognize the five senses and related body parts. SC.K.N.1.2- Make observations of the natural world and know that they are descriptors collected using the five senses. LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Students will explain the basic needs of animals, including how they use their senses to live.</p> <p>Students will identify objects using some of their five senses.</p> <p>Students will explain how certain characteristics of animals help meet the needs of the animal.</p> <p>Students will identify and name specific parts of an animal.</p>	<p>Students will understand that animals have structures that help them get what they need to live and grow by making an animal.</p>	<p>What parts help animals live and grow?</p>	<p>Science Probe: What Animals Need</p> <p>Performance Task: Make an Animal</p>

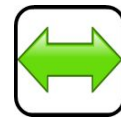
	<p>Plant and Animal Survival</p>	<p>7 days</p>	<p>SC.K.L.14.1-Recognize the five senses and related body parts. SC.K.N.1.4- Observe and create a visual representation of an object which includes its major features. LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Students will explain how behaviors help young animals survive.</p> <p>Students will investigate how body coverings can help animals survive.</p> <p>Students will describe how adaptations help animal and plants survive.</p> <p>Students will explain how adaptations help animal and plants survive.</p>	<p>Students will illustrate how different parts of plants and animals help them by creating a model to represent an animal adaptation.</p>	<p>How do body parts help keep living things alive?</p>	<p>Science Probe: Baby Animals Performance Task: What Our Senses Tell Us</p>
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Q u a r t e r T w o	Module #2- Parents and Their Young						
	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
	Plants Grow and Change	7 days	SC.K.L.14.3- Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SC.K.N.1.1- Collaborate with a partner to collect information. SC.K.N.1.2- Make observations of the natural world and know that they are descriptors collected using the five senses. LAFS.K.W.2.5	Students will explain how plants change as they grow. Students will observe seeds growing into plants. Students will observe and record differences among plants. Students will investigate how plants grow and change.	Students will understand how plants grow and change by identifying the changes in a plant life cycle.	How do plants grow and change?	Science Probe: Growing Plants Performance Task: Plants Grow and Change

			<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>				
	<p>Plants and their Parents</p>	<p>7 days</p>	<p>SC.K.L.14.3- Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SC.K.N.1.1- Collaborate with a partner to collect information. SC.K.N.1.2- Make observations of the natural world and know that they are descriptors collected using the five senses.</p>	<p>Students will explain how young plants differ from their parents. Identify parts of plants.</p> <p>Students will compare and contrast differences among seedlings and adult plants.</p> <p>Students will investigate differences among seedlings and adult plants.</p> <p>Students will model how young plants are like and different from their parents.</p>	<p>Students will understand how plant offspring are like and different from their parents by comparing them.</p>	<p>How are young plants like and different from their parents?</p>	<p>Science Probe: Young Plants</p> <p>Performance Task: What will Offspring Look Like?</p>

			<p>SC.K.N.1.3- Keep records as appropriate- such as pictorial records- of investigations conducted.</p> <p>LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>				
	Compare Animals	6 days	<p>SC.K.L.14.3- Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.</p> <p>SC.K.N.1.1- Collaborate with a partner to collect information.</p> <p>LAFS.K.W.2.5</p>	<p>Students will explain how animals are alike and different.</p> <p>Students will classify animals and nonliving things.</p> <p>Students will investigate different animal groups.</p> <p>Students will compare and</p>	<p>Students will understand how animals are alike and different in their looks and behavior by comparing different animals.</p>	<p>How are animals alike and different?</p>	<p>Science Probe: Different Animals</p> <p>Performance Task: Animal Habitat</p>

			<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>contrast different types of animals.</p>			
	<p>Animals and Their Parents</p> <p>Note: This lesson includes the use of the leveled reader, <i>Animal Parents</i>. See the Explain section of this lesson after introducing animals and their parents.</p>	<p>7 days</p>	<p>SC.K.L.14.3- Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SC.K.N.1.1- Collaborate with a partner to collect information. SC.K.N.1.3- Keep records as appropriate- such as pictorial records- of investigations conducted. LAFS.K.W.2.5 With guidance and support</p>	<p>Students will explain how young animals are like and different from their parents.</p> <p>Students will investigate how young animals are like and different from their parents.</p> <p>Students will compare and contrast how young animals are like and different from their parents.</p> <p>Students will observe how young animals are like and different from their parents.</p>	<p>Students will understand how young animals are like and different from their parents by comparing them</p>	<p>How are young animals alike and different from their parents?</p>	<p>Science Probe: Young Animals</p> <p>Performance Task: Design Plants and Animals</p>

			from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.				
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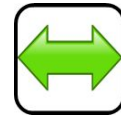
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Module #3- Earth and Space

Q u a r t e r T h r e e	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
	Day and Night Note: This lesson includes the use of the leveled reader, What Goes Around? See the Elaborate section of this lesson for directions on use.	5 days	SC.K.E.5.2- Recognize the repeating pattern of day and night. SC.K.N.1.2- Make observations of the natural world and know that they are descriptors collected using the five senses. LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Students will be able to: <ul style="list-style-type: none"> identify that the Sun appears in the daytime sky, and that the moon appears in the nighttime sky and sometimes in the daytime sky. identify that day and night form a pattern that can be observed. 	Students will know: <ul style="list-style-type: none"> day and night form a pattern that can be observed. Earth rotates once every 24 hours. 	What causes the pattern of day and night?	Science Probe: Day and Night Performance Task: Measure Your Shadow

	The Sun and Stars	6 days	<p>SC.K.E.5.3- Recognize that the Sun can only be seen in the daytime.</p> <p>SC.K.E.5.6- Observe that some objects are far away and some are nearby as seen from Earth.</p> <p>SC.K.N.1.2- Make observations of the natural world and know that they are descriptors collected using the five senses.</p> <p>SC.K.N.1.3- Keep records as appropriate- such as pictorial records- of investigations conducted.</p> <p>LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● explore how we see many stars at night and how we can see the Sun during the day. ● gather and record data about how the position of the Sun and the temperature change during the day. ● observe how the apparent size of an object differs with distance. ● observe and draw objects they see in the night sky. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● how to use observations to describe the Sun and stars. 	How can you describe the Sun and stars?	<p>Science Probe: Seeing Stars</p> <p>Performance Task: Observe the Night Sky</p>
	The Moon	6 days	<p>SC.K.E.5.1- Explore the Law of Gravity by investigating how objects are</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify and name various 	<p>Students will know:</p> <ul style="list-style-type: none"> ● how to describe 	Why does the Moon seem to change?	<p>Science Probe: Moon Patterns</p>

			<p>pulled toward the ground unless something holds them up.</p> <p>SC.K.E.5.4- Observe that sometimes the Moon can be seen at night and sometimes during the day.</p> <p>SC.K.E.5.5- Observe that things can be big and things can be small as seen from Earth.</p> <p>SC.K.N.1.3- Keep records as appropriate- such as pictorial records- of investigations conducted.</p> <p>LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>elements of the night sky.</p> <ul style="list-style-type: none"> ● observe how the Moon changes during the month. ● make a model to show the phases of the Moon. 	<p>patterns of the Moon.</p>		<p>Performance Task: Phases of the Moon</p>
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Module #4- Matter						
Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
Describe Matter Note: This lesson includes the use of the leveled reader, <i>Melting Snow</i>. See the Explain section of the lesson for directions on use.	5 days	SC.K.P.8.1- Sort objects by observable properties, such as size shape, color, temperature (hot or cold), weight (heavy or light) and texture SC.K.N.1.2- Make observations of the natural world and know that they are descriptors collected using the five senses. LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Students will be able to: <ul style="list-style-type: none"> • sort objects by observable properties. • identify objects by using their senses. 	Students will know: <ul style="list-style-type: none"> • how to explain how all substances are made of matter and describe them by their properties. 	How do we describe matter?	Science Probe: What is Matter? Performance Task: What's in the Bag?
Paper and Clay	5 days	SC.K.P.9.1- Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing,	Students will be able to: <ul style="list-style-type: none"> • recognize the shape of materials such as paper and clay can be changed. 	Students will know: <ul style="list-style-type: none"> • how to identify matter and explain how matter can be changed. 	What is matter and how do we change it?	Science Probe: Matter Changes Performance Task: Pinch Pots

			<p>crumpling, smashing, or rolling. LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>				
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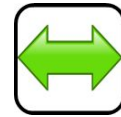
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Q u a r t e r F o u r	Module #5- Sound Energy						
	Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
	Sound Note: This lesson includes the use of the leveled reader, <i>What is Sound?</i> Refer to the Explore section of the lesson for directions on use.	7 days	SC.K.P.10.1- Observe the things that make sound vibrate. SC.K.N.1.2- Make observations of the natural world and know that they are descriptors collected using the five senses. LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Students will be able to: <ul style="list-style-type: none"> observe how vibration relates to sound. identify what vibrates to cause the sounds they hear. design an instrument that makes sound. 	Students will know: <ul style="list-style-type: none"> how to explain how sound can make matter vibrate and that vibrating matter can make sound. 	How is sound made?	Science Probe: Sound Performance Task: Design and Instrument

Making Sound	7 days	<p>SC.K.P.10.1- Observe the things that make sound vibrate.</p> <p>SC.K.N.1.2- Make observations of the natural world and know that they are descriptors collected using the five senses.</p> <p>LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> observe the relationship between volume and sound waves. observe that the louder the sound they make, the more strongly their vocal cords vibrate. plan an investigation to compare vibrations of low and high sounds. 	<p>Students will know:</p> <ul style="list-style-type: none"> that sound can change in volume or pitch. 	How does sound change?	<p>Science Probe: Materials and Vibrations</p> <p>Performance Task: Sound Energy</p>
Module #6-Forces and Motion						
Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
<p>Pushes and Pulls</p> <p>Note: This lesson includes the use of the leveled reader, <i>Toys That Move</i>. See the Explain section of the lesson</p>	7 days	<p>SC.K.P.13.1- Observe that a push or a pull can change the way an object is moving.</p> <p>SC.K.N.1.1- Raise questions about the natural world, investigate them in teams through free exploration, and generate</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> investigate to see how pushes and pulls affect objects. use what they have learned about pushes and pulls to move a toy car. 	<p>Students will know:</p> <ul style="list-style-type: none"> how to conduct an investigation and observe how pushes and pulls can change how objects move. 	How do pushes and pulls affect the way objects move?	<p>Science Probe: Push or Pull?</p> <p>Performance Task: Make It Go Faster</p>

	<p>for directions on use.</p>		<p>appropriate explanations based on those explorations. LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> ● explore ways to make their car go faster. 			
	<p>When Objects Collide</p>	<p>6 days</p>	<p>SC.K.P.12.1- Investigate that things move in different ways, such as fast, slow, etc. SC.K.N.1.1- Raise questions about the natural world, investigate them in teams through free exploration, and generate LAFS.K.W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● investigate what happens when similar objects collide and when objects of different weights collide. ● observe how changing the force of a push will change the effect of a collision. 	<p>Students will know:</p> <ul style="list-style-type: none"> ● how to conduct an investigation to describe what happens when objects touch or collide. 	<p>What happens when objects touch or collide?</p>	<p>Science Probe: Toy Car Crash Performance Task: Balls Colliding</p>