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Kindergarten Science Pacing Guide 18-19

4.0 Target	3.0 Target	2.0 Target	Does Not Extend	T1	T2	T3
Unit 2: Pushes and Pulls						
Does Not Extend	Compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Demonstrate a push and a pull.	X	X		
Given an un-safe slide, have them modify and improve their slide design to make it safe.	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.	Describe the speed and direction of an object.		X		
Unit 3: Weather						
Explain what would happen to soil/dirt if it was in the sun for a long time, without shade or water?	Make observations to determine the effect of sunlight on Earth's surface.	Describe the relative temperatures of objects; and describe the effect of the sun on an object			X	
Given the temperature at morning, midday and evening over a period of time, predict what the temperature will be at a certain time of day. Explain why the pattern happens.	Use and share observations of local weather conditions to describe patterns over time.	Make and record observations of local weather conditions.			X	
Students will generate questions, to help them plan for a storm.	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Students will identify different types of storms.			X	
Unit 1: Plants and Animals						
Figure out a way that plants, animals, or humans can lessen their impact on the environment and still meet their needs and explain your thinking.	Students are able to match the environment to the beaver/people/tree that changed it, and explain how the beaver/people/tree changed the environment.	Students are able to match the environment to the beaver/people/tree that changed it				X
They can start to understand that humans produce physical waste. They can develop a strategy to improve the way trash/recycling is managed.	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	Identify ways humans have changed the environment; describe ways to reduce the impact of humans on the environment.				X
Students use their knowledge of the animal and plant needs to show that the sun provides life to the plants, and the plants provide food to people and animals.	Use observations to describe patterns of what plants and animals (including humans) need to survive.	Identify different things that animals and plants need to survive.				X