Henry County Schools
Kindergarten Science Scope and Sequence

Co-Requisite Content Standard and Elements	Suggested Co-Requisite Characteristics of Science Standards and Elements	Lesson/Reading Support	Number of Weeks
	SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. **a.** Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out. **SKCS6.** Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: **a.** In doing science, it is often helpful to work with a team and to share findings with others. **b.** Tools such as rulers, magnifiers, and balance scales often give more information about things than can be obtained by just observing things without help.	**Classroom Expectations & Procedures** **Safety, Introduction to Science and Scientific Method** Big Book pages 5-8	**5 weeks** Aug 3 – Sept 4

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Kindergarten Science Scope and Sequence

Co-Requisite Content Standard and Elements	Suggested Co-Requisite Characteristics of Science Standards and Elements	Lesson/Reading Support	Number of Weeks
SKP1. Students will describe objects in terms of the materials they are made of and their physical properties. **a.** Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.). **b.** Use senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, texture, buoyancy, flexibility). **Big Ideas:** Comparing, Sorting, & Classifying Materials	**SKCS1.** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. **a.** Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out. **SKCS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. **c.** Compare very different sizes (large/small), ages (parent/baby), speeds (fast/slow), and weights (heavy/light) of both manmade and natural things. **SKCS5.** Students will communicate scientific ideas and activities clearly. **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. **SKCS6.** Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: **a.** In doing science, it is often helpful to work with a team and to share findings with others. **b.** Tools such as rulers, magnifiers, and balance scales often give more information about things than can be obtained by just observing things without help.	**Comparing, Sorting & Classifying Materials** Big Book pages 3-4 pages 82-94	**4 weeks** Sept 8 – Sept 18 Sept 28 – Oct 9

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Kindergarten Science Scope and Sequence

Co-Requisite Content Standard and Elements	Suggested Co-Requisite Characteristics of Science Standards and Elements	Lesson/Reading Support	Number of Weeks
SKP2. Students will investigate different types of motion. **a.** Sort objects into categories according to their motion. (straight, zigzag, round and round, back and forth, fast and slow, and motionless) **b.** Push, pull, and roll common objects and describe their motions. **Big Idea:** Types of Motion	**SKCS1.** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. **a.** Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out. **SKCS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. **a.** Use a model—such as a toy or a picture—to describe a feature of the primary thing. **SKCS5.** Students will communicate scientific ideas and activities clearly. **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. **b.** Begin to draw pictures that portray features of the thing being described. **SKCS6.** Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: **a.** In doing science, it is often helpful to work with a team and to share findings with others.	**Types of Motion** Big Book pages 112 -118	**5½ weeks** Oct 13 – Nov 20

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Co-Requisite Content Standard and Elements	Suggested Co-Requisite Characteristics of Science Standards and Elements	Lesson/Reading Support	Number of Weeks
SKP3. Students will observe and communicate effects of gravity on objects. **a.** Recognize that some things, such as airplanes and birds, are in the sky, but return to earth. **b.** Recognize that the sun, moon, and stars are in the sky, but don't come down. **c.** Explain why a book does not fall down if it is placed on a table, but will fall down if it is dropped. **Big Idea:** Gravity	**SKCS1.** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. **a.** Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out. **SKCS5.** Students will communicate scientific ideas and activities clearly. **b.** Begin to draw pictures that portray features of the thing being described. **SKCS6.** Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: **a.** In doing science, it is often helpful to work with a team and to share findings with others.	**Gravity** Big Book pages 119 - 122	**3 weeks** Nov 30 – Dec 18

Henry County Schools
Kindergarten Science Scope and Sequence

Co-Requisite Content Standard and Elements	Suggested Co-Requisite Characteristics of Science Standards and Elements	Lesson/Reading Support	Number of Weeks
SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky. **a.** Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day. **b.** Classify objects according to those seen in the day sky and those seen in the night sky. **c.** Recognize that the Sun supplies heat and light to Earth. **Big Idea:** Patterns and Objects in the Day and Night Sky	**SKCS1.** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. **a.** Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out. **SKCS3.** Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. **b.** Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects. (For example: paper plate day and night sky models) **SKCS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. **a.** Use a model—such as a toy or a picture—to describe a feature of the primary thing. **SKCS5.** Students will communicate scientific ideas and activities clearly. **b.** Begin to draw pictures that portray features of the thing being described. **SKCS6.** Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: **a.** In doing science, it is often helpful to work with a team and to share findings with others.	**Patterns and Objects in the Day and Night Sky** Big Book pages 73-80 pages 100-106	**4 weeks** Jan 5 – Jan 29

Henry County Schools
Kindergarten Science Scope and Sequence

Co-Requisite Content Standard and Elements	Suggested Co-Requisite Characteristics of Science Standards and Elements	Lesson/Reading Support	Number of Weeks
SKE2. Students will describe the physical attributes of rocks and soils. **a.** Use senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc. **b.** Use senses to observe soils by physical attributes such as smell, texture, color, particle/grain size. **c.** Recognize earth materials— soil, rocks, water, air, etc. **Big Ideas:** Rocks and Soils	**SKCS1.** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. **a.** Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out. **SKCS3.** Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. **a.** Use ordinary hand tools and instruments to construct, measure (for example: balance scales to determine heavy/light, weather data, nonstandard units for length), and look at objects (for example: magnifiers to look at rocks and soils). **SKCS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. **a.** Use a model—such as a toy or a picture—to describe a feature of the primary thing. **SKCS5.** Students will communicate scientific ideas and activities clearly. **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. **b.** Begin to draw pictures that portray features of the thing being described. **SKCS6.** Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: **a.** In doing science, it is often helpful to work with a team and to share findings with others. **b.** Tools such as rulers, magnifiers, and balance scales often give more information about things than can be obtained by just observing things without help.	**Rocks and Soils** Big Book pages 45-54	**5 weeks** Feb 1 – Feb 12 Feb 23 – Mar 11

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Kindergarten Science Scope and Sequence

Co-Requisite Content Standard and Elements	Suggested Co-Requisite Characteristics of Science Standards and Elements	Lesson/Reading Support	Number of Weeks
SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes. **a.** Recognize the difference between living organisms and nonliving materials. **b.** Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.) **c.** Group plants according to their observable features such as appearance, size, etc. **Big Ideas:** Organisms and Non-Living Materials	**SKCS1.** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. **a.** Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out. **SKCS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. **a.** Use a model—such as a toy or a picture—to describe a feature of the primary thing. **b.** Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing "Follow the Leader" and noting the changes.) **c.** Compare very different sizes (large/small), ages (parent/baby), speeds (fast/slow), and weights (heavy/light) of both manmade and natural things. **SKCS5.** Students will communicate scientific ideas and activities clearly. **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. **b.** Begin to draw pictures that portray features of the thing being described. **SKCS6.** Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: **a.** In doing science, it is often helpful to work with a team and to share findings with others. **c.** Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).	**Organisms and Non-Living Materials** Big Book pages 10-14	**3 weeks** Mar 15 – Apr 1

Henry County Schools
Kindergarten Science Scope and Sequence

Co-Requisite Content Standard and Elements	Suggested Co-Requisite Characteristics of Science Standards and Elements	Lesson/Reading Support	Number of Weeks
SKL2. Students will compare the similarities and differences in groups of organisms. **a.** Explain the similarities and differences in animals. (color, size, appearance, etc.) **b.** Explain the similarities and differences in plants. (color, size, appearance, etc.) **c.** Recognize the similarities and differences between a parent and a baby. **d.** Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.) **e.** Recognize that you are similar and different from other students. (senses, appearance) Teacher note: Be sensitive to the fact that some children have parents who are not their biological parents. **Big Idea:** Similarities and Differences in Groups of Organisms	**SKCS1.** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. **a.** Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out. **SKCS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. **a.** Use a model—such as a toy or a picture—to describe a feature of the primary thing. **c.** Compare very different sizes (large/small), ages (parent/baby), speeds (fast/slow), and weights (heavy/light) of both manmade and natural things. **SKCS5.** Students will communicate scientific ideas and activities clearly. **a.** Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. **b.** Begin to draw pictures that portray features of the thing being described. **SKCS6.** Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: **a.** In doing science, it is often helpful to work with a team and to share findings with others. **c.** Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).	**Similarities and Differences in Groups of Organisms** Big Book pages 15-24 **Culminating End of the Year Science Learning Activities**	**4 weeks** Apr 11 – May 6 **3 weeks** May 9 – May 27