Kindergarten Curriculum Pacing Guide

Crosscutting Concepts: Patterns, Cause and Effect, System and System Models, Structure and Function

Topics: Day and Night Sky and Organisms

Estimated Time Instructional Segment: 9 weeks

Anchoring Phenomenon	Standard	Instructional Segment	Disciplinary Core Ideas	Science and Engineering Practices	Instructional Notes
Day and night changes with animal behavior.	**SKE1**a, b **SKL2**a, b, c	**Time Patterns and Organisms**	From *A Framework for K-12 Science Education:* **ESS1.A Universe and Its Stars** ● Patterns of the motion of the Sun, moon, and stars in the sky, can be observed, described, and predicted. **ESS1.C History of the Planet Earth** ● Some events on Earth occur in cycles, like day and night... **LS1.A Structure and Function** ● All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive, grow, and produce more plants. **LS1.B Growth and Development** ● Plants and animals have predictable characteristics at different stages of development. Plants and animals grow and change. Adult plants and animals can have young.	● Asking questions ● Developing and using models ● Engaging in argument from evidence ● Obtaining, evaluating, and communicating information	Clarification Statement: Students are not expected to understand tilt of the Earth, rotation, or revolution. By the end of this unit, students are using the following language in their speaking and writing during EXPLAIN or ELABORATE. ● Day ● Night ● Time ● Patterns ● Sky ● Sun ● Moon ● Stars ● Organisms ● Features ● Offspring ● Plants ● Animals

This instructional segment will connect to SKL2 where students will continue to recognize patterns as well as compare and classify by studying the similarities and differences in groups of organisms. Students can make the connection between animals that are awake during the day (diurnal animals) and animals that are awake at night (nocturnal).