



Kindergarten Curriculum Pacing Guide

Cross-Cutting Concepts: Patterns, Energy and Matter, Structure and Function, Stability and Change
Topics: Living Organisms and Non-Living Objects

Estimated Time Instructional Segment: 6 weeks

Anchoring Phenomenon	Standard	Instructional Segment	Disciplinary Core Ideas	Science and Engineering Practices	Instructional Notes
Students will compare the characteristics of a healthy living plant, a dead plant, and a fake plant.	SKL1.a, b	<u>Is it Alive?</u>	Frameworks of K-12 Science Education: By the end of grade K LS1.B Growth and Development of Organisms LS1.C Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none"> ● All animals need food to live and grow. ● Plants need water and light to live and grow. LS2.A Interdependent Relationships in Ecosystems <ul style="list-style-type: none"> ● Animals can move around, but plants cannot. LS4.C Adaptations <ul style="list-style-type: none"> ● Living things can survive only where their needs are met. LS4.D Biodiversity and Humans <ul style="list-style-type: none"> ● There are many different kinds of living things in any area, and they exist in different places on land and in water. 	<ul style="list-style-type: none"> ● Asking questions ● Developing and using models ● Planning and carrying out investigations ● Engaging in argument from evidence ● Obtaining, evaluating, and communicating information 	Living things are characterized by their ability to grow, move, consume, and reproduce. By the end of this unit, students are using the following language in their speaking and writing during EXPLAIN or ELABORATE. <ul style="list-style-type: none"> ● Living ● Non-living ● Once living (dead) ● Organisms ● Reproduce ● Movement ● Growth

This instructional segment will connect to **SKE.2** which explores Earth materials. Plants and animals depend on the land, water, and air to live and grow.