

**Youngstown City Schools
Science Pacing Guide
Kindergarten**

GRADING PERIOD 1

Strand/Topic/ Content Statement	Duration	“I Can” Statements	Curriculum Resources	Supplemental Materials
<p>SCIENCE INQUIRY & APPLICATION</p> <p>Thinking Like a Scientist</p> <p>Intro to Science</p>	<p>3 Weeks</p>	<p>Science Inquiry and Application “I Can” Statements:</p> <p>I can observe and ask questions about the natural environment.</p> <p>I can plan and conduct simple investigations.</p> <p>I can employ simple equipment and tools to gather data and extend the senses.</p> <p>I can use appropriate mathematics with data to construct reasonable explanations.</p> <p>I can communicate about observations, investigations, and explanations.</p> <p>I can review and ask questions about the observations and explanations of other.</p>	<p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Using Our Senses to Observe • Using Science Inquiry Skills • Using Science Tools <p><u>Ohio Department of Education - Science:</u> http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Science</p>	<p><u>DiscoveryEd:</u></p> <ul style="list-style-type: none"> • How Scientists Work: What Is Scientific Inquiry? (all segments) – for teacher background • How Scientists Work: What is the Scientific Method? (all segments) – for teacher background <p><u>SMARTBoard Lessons:</u></p> <ul style="list-style-type: none"> • Learning Colors • Warm and Cool Colors • Color Stories • How to Use a Ruler • Non-standard Measurement • Textures • Measuring Madness • Magnifying Glass Observations <hr/> <p><u>Content Statement-Related Centers</u></p> <ul style="list-style-type: none"> • Build Something New (1) • Out of Gas (1) • Scientific Tools (2) • Fun Measuring (2)

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<p style="text-align: center;">LIFE SCIENCE</p> <p>Physical and Behavioral Traits of Living Things</p> <p>Living things are different from non-living things.</p>	<p>6 Weeks</p>	<p>Topic “I Can” Statement:</p> <p>I can observe, explore, describe, and compare living things in Ohio.</p> <p>I can observe and ask questions about the natural environment.</p> <p>Science Inquiry and Application “I Can” Statements</p> <p>I can plan and conduct simple investigations.</p> <p>I can employ simple equipment and tools to gather data and extend the senses.</p> <p>I can use appropriate mathematics with data to construct reasonable explanations.</p> <p>I can communicate about observations, investigations, and explanations.</p> <p>I can review and ask questions about the observations and explanations of other.</p>	<p><u>Textbook:</u></p> <ul style="list-style-type: none"> • What Are Living and Nonliving Things? • What Are Animals Like? • How Do Animals Grow and Change? • What Are Plants Like? • What Do Plants Need? • How Do Plants and Animals Change? • Places to Live and Grow <p><u>Other:</u></p> <p>Lessons</p> <ul style="list-style-type: none"> • Real Versus Not Real • Living Versus Nonliving • Living Things • My Family Tree <p>IMS Lessons</p> <ul style="list-style-type: none"> • Being Alike Is Also Really Being Different <p><u>Ohio Department of Education - Science:</u> http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Science</p>	<p><u>DiscoveryEd:</u></p> <ul style="list-style-type: none"> • Everybody Needs Food <p><u>SMARTBoard Lessons:</u></p> <ul style="list-style-type: none"> • What is “Real” About Plants and Animals? • Goldilocks and the Three Bears • Names of Body Parts <hr/>