

Long Beach Island Consolidated School District
Pacing Guide 2018-2019

Unit 1 Title: *Engineering and Technology*
September-October

Target Course/Grade Level: Kindergarten Science

Interdisciplinary Connections: Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

Standards:

K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-3: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Lesson and Assessment	Days for Instruction and Assessment
Lesson 1: “What Does an Engineer Do?”	7
Lesson 2: “How Can We Use a Design Process?”	7
You Solve It (digital)	1
Unit 1 Performance Task	2
Performance-Based Assessment	2
Unit 1 Review and Unit Test	2
Unit 1 Project	3
Total Days	24

***Omit for core path of instruction**

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Unit 2 Title: *Forces and Motion*

October-November

Target Course/Grade Level: Kindergarten Science

Interdisciplinary Connections: Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

Standards:

K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.

Lesson and Assessment	Days for Instruction and Assessment
Lesson 1: “What is Motion?”	7
Lesson 2: “How Can We Change the Way Things Move?”	7
You Solve It (digital)	1
Unit 2 Performance Task	2
Performance-Based Assessment	2
Unit 2 Review and Unit Test	2
Unit 2 Project	3
Total Days	24

***Omit for core path of instruction**

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Unit 3 Title: *Plants and Animals*

November-January

Target Course/Grade Level: Kindergarten Science

Interdisciplinary Connections: Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

Standards:

K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Lesson and Assessment	Days for Instruction and Assessment
Lesson 1: “What Do Plants Need?”	7
Lesson 2” “What do Animals Need?”	7
Lesson 3: “Where Do Plants and Animals Live?”	7
Lesson 4: “How Do Plants and Animals Change Their Environment?”	7
You Solve It (digital)	1
Unit 3 Performance Task	2
Performance-Based Assessment	2
Unit 3 Review and Unit Test	2
Unit 3 Project	3
Total Days	38

***Omit for core path of instruction**

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Unit 4 Title: *Sun Warms Earth*

January-February

Target Course/Grade Level: Kindergarten Science

Interdisciplinary Connections: Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

Standards:

K-PS3-1: Make observations to determine the effect of sunlight on Earth’s surface.

K-PS3-2: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Lesson and Assessment	Days for Instruction and Assessment
Lesson 1: “How Does the Sun Warm Earth?”	7
Lesson 2: “How Can I Protect Myself from the Sun?”	7
You Solve It (digital)	1
Unit 4 Performance Task	2
Performance-Based Assessment	2
Unit 4 Review and Unit Test	2
Unit 4 Project	3
Total Days	24

***Omit for core path of instruction**

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Unit 5 Title: *Weather*
February-April

Target Course/Grade Level: Kindergarten Science

Interdisciplinary Connections: Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

Standards:

K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.

K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Lesson and Assessment	Days for Instruction and Assessment
Lesson 1: “How Can We Observe Weather Patterns?”	7
Lesson 2: “How Can We Measure Weather?”	7
Lesson 3: “What are Kinds of Severe Weather?”	7
Lesson 4: “How Can Forecasts Help us?”	7
You Solve It (digital)	1
Unit 5 Performance Task	2
Performance-Based Assessment	2
Unit 5 Review and Unit Test	2
Unit 5 Project	3
Total Days	38

***Omit for core path of instruction**

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Unit 6 Title: *Earth's Resources*

April-June

Target Course/Grade Level: Kindergarten Science

Interdisciplinary Connections: Integrated throughout the unit are connections to New Jersey Student Learning Standards for ELA, Math, and Technology.

Standards:

K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-ESS3-3: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Lesson and Assessment	Days for Instruction and Assessment
Lesson 1: "What are Natural Resources?"	7
Lesson 2: How Can We Save Natural Resources?"	7
You Solve It (digital)	1
Unit 6 Performance Task	2
Performance-Based Assessment	2
Unit 6 Review and Unit Test	2
Unit 6 Project	3
Total Days	24

***Omit for core path of instruction**