

# Kindergarten SEEd Standards Pacing Guide

Strand	SLCSD Science Prioritized Standards*	
K.1	Weather Patterns	
Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather to identify patterns over time. Weather scientists forecast severe weather so that communities can prepare for and respond to these events. Sunlight warms Earth’s surface.		
K.1.1	Weather Patterns	Oct. 5-Nov. 6
Obtain, evaluate, and communicate information about local, observable weather conditions to describe patterns over time. Emphasize the students’ collection and sharing of data. Examples of data could include sunny, cloudy, windy, rainy, cold, or warm. (ESS2.D)		
K.1.3	Investigate Weather	Nov. 9- Dec. 18
Carry out an investigation using the five senses, to determine the effect of sunlight on different surfaces and materials. Examples could include measuring temperature, through touch or other methods, on natural and man-made materials in various locations throughout the day. (PS3.B)		
K.2	Living Things and Their Surroundings	
Living things (plants and animals, including humans) depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. The characteristics of surroundings influence where living things are naturally found. Plants and animals affect and respond to their surroundings.		
K.2.1	Needs of Living Things	Jan. 4- Feb. 12
Obtain, evaluate, and communicate information to describe patterns of what living things (plants and animals, including humans) need to survive. Emphasize the similarities and differences between the survival needs of all living things. Examples could include that plants depend on air, water, minerals, and light to survive, or animals depend on plants or other animals to survive. (LS1.C)		
K.2.2	Needs of Relationships	Feb. 16 - Mar. 26
Obtain, evaluate, and communicate information about patterns in the relationships between the needs of different living things (plants and animals, including humans) and the places they live. Emphasize that living things need water, air, and resources and that they live in places that have the things they need. Examples could include investigating plants grown in various locations and comparing the results or comparing animals with the places they live. (LS2.B, ESS3.A)		
K.3	Forces, Motion, and Interactions	
The motion of objects can be observed and described. Pushing or pulling on an object can change the speed or direction of an object’s motion and can start or stop it. Pushes and pulls can have different strengths and different directions. A bigger push or pull makes things go faster and when objects touch or collide, they push on one another and can change motion.		
K.3.1	Forces	April 5-May 14
Plan and conduct an investigation to compare the effects of different strengths or different directions of forces on the motion of an object. Emphasize forces as a push and pull on an object. The idea of strength should be kept separate from the idea of direction. Non-contact forces, such as magnets and static electricity, will be taught in Grades 3 through 5. (PS2.A, PS2.B, PS2.C, PS3.C)		

\*As we launch Year 1 of SEEd Standard Implementation, we are aware of the unique environment and uncertainty around school closures and limited professional learning around three-dimensional instruction to due COVID-19 closures. To this end, new prioritized pacing guides have been provided to support K-5 science instruction for the 2020-2021 school year. District professional learning will follow and support standards in the timeframes indicated above. For more information around prioritized pacing guides, please consult Rationale for Prioritized Pacing Guides 2020-2021.