

SCOPE AND SEQUENCE CHART

***Prioritized Standards:** Grade level standards of highest priority have been identified. Pacing has been modified to allow sufficient time for in-depth instruction and practice.

Integrated Standards: Key concepts, content, and skills, from these grade level standards, will be used to support the Prioritized Standards.

Prerequisite Concepts and Skills: Science and Engineering Practices from the previous grade level standards, which are most important for success with the current grade-level content, will be integrated, where they best fit, to address learning loss.

Unit Name	Unit Description	Georgia Standards of Excellence	Unit Duration
<p>1 Organisms</p>	<p>In this unit, students will create drawings to correctly depict something being described. Students will plan and carry out simple investigations to understand the daily needs of plants and animals. Students will perform the following science and engineering practices to help investigate plants.</p> <p>Science and Engineering Practices</p> <ul style="list-style-type: none"> Obtain, evaluate and communicate information. Develop and use models Ask questions Design a solution Construct an argument from evidence <p>Crosscutting Concepts</p> <ul style="list-style-type: none"> Structure and function Patterns Stability and Change <p>Core Idea</p>	<p>S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.</p> <p>a. Develop models to identify the parts of a plant—root, stem, leaf, and flower.</p> <p>b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).</p> <p>c. Design a solution to ensure that a plant or animal has all of its needs met.</p> <p>Kindergarten Integrated Review Standards:</p> <p><i>SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.</i></p> <p>a. <i>Construct an argument supported by evidence for how animals can be grouped according to their features.</i></p> <p>b. <i>Construct an argument supported by evidence for how plants can be grouped according to their features.</i></p>	<p>(7 weeks)</p>

	<ul style="list-style-type: none"> • Organisms- Plants and Animals • Classifying 		
<p style="text-align: center;">2 Weather</p>	<p>In this unit, students will plan and carry out simple investigations to understand weather patterns observed in the world around them and make predictions based on these investigations.</p> <p>Students will perform the following science and engineering practices to help investigate weather patterns.</p> <p>Science and Engineering Practices</p> <ul style="list-style-type: none"> • Obtain, evaluate and communicate information. • Plan and carry out investigations • Ask questions • Analyze and interpret data <p>Crosscutting Concepts</p> <ul style="list-style-type: none"> • Patterns • Stability and change • Scale/Proportion/Quantity <p>Core Idea</p> <ul style="list-style-type: none"> • Weather 	<p>S1E1. Obtain, evaluate, and communicate weather data to identify weather patterns.</p> <p>a. Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type.</p> <p>b. Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).</p> <p>c. Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.</p> <p>d. Analyze data to identify seasonal patterns of change. (Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)</p>	<p>(9 weeks)</p>

<p style="text-align: center;">3 Energy</p>	<p>In this unit, students will plan and carry out investigations about light. They will also investigate what makes sound and how sound can be used.</p> <p>Students will perform the following science and engineering practices to help investigate light and sound behavior.</p> <p>Science and Engineering Practices</p> <ul style="list-style-type: none"> • Obtain, evaluate and communicate information. • Construct an Explanation • Plan and carry out investigations. • Ask questions • Design a solution <p>Crosscutting Concepts</p> <ul style="list-style-type: none"> • Cause and Effect <p>Core Idea</p> <ul style="list-style-type: none"> • Light behavior • Sound behavior 	<p>S1P1. Obtain, evaluate, and communicate information to investigate light and sound.</p> <p>a. Use observations to construct an explanation of how light is required to make objects visible.</p> <p>b. Ask questions to identify and compare sources of light.</p> <p>c. Plan and carry out an investigation of shadows by placing objects at various points from a source of light.</p> <p>d. Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>e. Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.</p>	<p>(9 weeks)</p>
<p style="text-align: center;">4 Magnets</p>	<p>In this unit, students will identify how magnets pull on all things made of iron and either attract or repel other magnets.</p> <p>Students will perform the following science and engineering practices to help investigate animals.</p> <p>Science and Engineering Practices</p> <ul style="list-style-type: none"> • Obtain, evaluate and communicate information. • Construct an explanation • Plan and carry out investigations <p>Crosscutting Concepts</p>	<p>S1P2. Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects.</p> <p>a. Construct an explanation of how magnets are used in everyday life. (Clarification statement: Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags.)</p> <p>b. Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.</p>	<p>(9 weeks)</p>

	<ul style="list-style-type: none">• Structure and Function Core <ul style="list-style-type: none">• Magnet behavior		
--	---	--	--