



***Gulfport School District***  
**PACING GUIDE**  
**KINDERGARTEN**

**SCIENCE**

<b>Content Strands: Inquiry (I), Life (L), Earth and Space (E), and Physical Science (P)</b>		
<b>QTR</b>	<b>Competency/Objective</b>	
<b>Ask questions and find answers by scientific investigation. (I)</b>		
1	1a	Demonstrate an understanding of a simple investigation by asking questions. (DOK 2)
1	1b	Compare, sort, and group objects according to size, shape, color, and texture. (DOK 2)
1	1c	Identify simple tools (rulers, thermometers, scales, and hand lenses) used to gather information. (DOK 1)
1	1d	Recognize that people have always had questions about their world and identify science as one way of answering questions and explaining the natural world. (DOK 1)
1	1e	Describe ideas using drawings and oral expression. (DOK 2)
1	1f	Recognize that when a science investigation is done the way it was done before, very similar results are expected. (DOK 1)
<b>Identify properties of objects and materials, position and motion of objects, and properties of magnetism. (P)</b>		
4	2a	Classify properties of objects and materials according to their observable characteristics. (DOK 2) <ul style="list-style-type: none"> <li>• Materials (e.g., wood, paper, plastic, metal)</li> <li>• Matter (solid or liquid)</li> <li>• Objects that sink or float in water</li> </ul>
4	2b	Differentiate what happens to water left in an open container (disappears) and water left in a closed container (remains). (DOK 1)
4	2c	Compare types of forces and motion. (DOK 1) <ul style="list-style-type: none"> <li>• External motion of objects (e.g., straight-line, circular, back-and-forth, rotational)</li> <li>• Internal motion of objects (e.g., bending, stretching)</li> </ul>
4	2d	Compare the interaction between two magnets and the interaction between magnets and other objects (e.g., iron, other metals, wood, water). (DOK 1)
<b>Understand characteristics, structures, life cycles, and environments of organisms. (L)</b>		
3	3a	Group animals and plants by their physical features (e.g., size, appearance, color). (DOK 2)
3	3b	Compare and contrast physical characteristics of humans. (DOK 1) <ul style="list-style-type: none"> <li>• The five senses (sight, smell, touch, taste, hearing) and corresponding body parts</li> <li>• The six major body organs (brain, skin, heart, lungs, stomach, intestines)</li> </ul>



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<b>Understand characteristics, structures, life cycles, and environments of organisms. (L)</b>		
3	3c	Classify parts of the human body that help it seek, find, and take in food when it feels hunger. (DOK 1) <ul style="list-style-type: none"> <li>• Eyes and nose for detecting food</li> <li>• Legs to get it</li> <li>• Arms to carry it away</li> <li>• Mouth to eat it</li> </ul>
3	3d	Identify offspring that resemble their parents. (DOK 1)
3	3e	Recognize and compare the differences between living organisms and non-living materials. (DOK 2)
<b>Understand properties of Earth materials, objects in the sky, and changes in Earth and sky. (E)</b>		
2	4a	Sort, separate, and classify Earth materials (e.g., clay, silt, sand, pebbles, gravel) using various strategies. (DOK 2)
2	4b	Identify and describe properties of Earth materials (soil, rocks, water, and air). (DOK 1)
2	4c	Collect and display local weather data. (DOK 2)
2	4d	Describe ways to conserve water. (DOK 2)
2	4e	Describe the effects of the Sun on living and non-living things. (DOK 1) <ul style="list-style-type: none"> <li>• Warms the land, air, and water</li> <li>• Helps plants grow</li> </ul>
2	4f	Identify the Sun as Earth's source of light and heat and describe changes in shadows over time. (DOK 2)