



## GSE Kindergarten Curriculum Map

These are bundles of core ideas from the Georgia Standards of Excellence related to an anchoring phenomenon.

This document is part of a framework that includes lessons and resources.

Instructional Segment	Physical Attributes	Motion	Living/Non-Living	Earth Materials	Time Patterns and Organisms
<b>Estimated Time</b>	7 weeks	7 weeks	6 weeks	7 weeks	9 weeks
<b>Crosscutting Concepts</b>	<ul style="list-style-type: none"> <li>● Patterns</li> <li>● Scale, Proportion, and Quantity</li> </ul>	<ul style="list-style-type: none"> <li>● Patterns</li> <li>● Cause and Effect</li> <li>● Energy and Matter</li> <li>● System and System Models</li> </ul>	<ul style="list-style-type: none"> <li>● Patterns</li> <li>● Energy and Matter</li> <li>● Structure and Function</li> <li>● Stability and Change</li> </ul>	<ul style="list-style-type: none"> <li>● Patterns</li> <li>● Energy and Matter</li> <li>● Structure and Function</li> </ul>	<ul style="list-style-type: none"> <li>● Patterns</li> <li>● Cause and Effect</li> <li>● System and System Models</li> <li>● Structure and Function</li> </ul>
<b>Anchoring Phenomenon</b>	<a href="#">Aircraft Carrier</a>	<a href="#">Motion Animation</a>	Living Plant, Previously Living Plant, Fake Plant	<a href="#">Bucket Wheel Excavator</a>	Day and Night Time lapse, Mother and Baby Elephant Photo
<b>Core Ideas</b>	<ul style="list-style-type: none"> <li>● Properties of Matter</li> <li>● Physical Attributes</li> <li>● Floating and Sinking</li> </ul>	<ul style="list-style-type: none"> <li>● Objects pull or push each other when they collide or are connected.</li> <li>● Pushes and pulls can have different strengths and directions.</li> <li>● Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</li> </ul>	<ul style="list-style-type: none"> <li>● All animals need food to live and grow.</li> <li>● Plants need water and light to live and grow.</li> <li>● Animals can move around, but plants cannot.</li> <li>● Living things can survive only where their needs are met.</li> <li>● Living things exist in different places on land and in water.</li> </ul>	<ul style="list-style-type: none"> <li>● Rocks, soils, and sand</li> <li>● Plants and animals (including humans) depend on the land, water, and air to live and grow.</li> <li>● Living things need water, air, and resources from the land, and they try to live in places that have the things they need. (Will connect to life science.)</li> </ul>	<ul style="list-style-type: none"> <li>● Patterns of the motion of the Sun, moon, and stars in the sky, can be observed, described, and predicted.</li> <li>● Some events on Earth occur in cycles, like day &amp; night</li> <li>● Animals and plants have different parts.</li> <li>● Plants and animals have predictable characteristics at different stages of development. Plants and animals grow and change. Adult plants and animals can have young.</li> </ul>
<b>Science and Engineering Practices</b>	<ul style="list-style-type: none"> <li>● Asking questions and defining problems</li> <li>● Planning and carrying out investigation</li> <li>● Constructing explanations and designing solutions</li> <li>● Obtaining, evaluating, and communicating</li> </ul>	<ul style="list-style-type: none"> <li>● Planning and carrying out investigations</li> <li>● Developing and using models</li> <li>● Engaging in argument from evidence</li> <li>● Obtaining, evaluating, and communicating</li> </ul>	<ul style="list-style-type: none"> <li>● Asking questions</li> <li>● Developing and using models</li> <li>● Planning and carrying out investigations</li> <li>● Engaging in argument from evidence</li> <li>● Obtaining, evaluating, and communicating</li> </ul>	<ul style="list-style-type: none"> <li>● Asking questions</li> <li>● Planning and carrying out investigations</li> <li>● Constructing explanations</li> <li>● Engaging in argument from evidence</li> <li>● Obtaining, evaluating, and communicating</li> </ul>	<ul style="list-style-type: none"> <li>● Asking questions</li> <li>● Developing and using models</li> <li>● Planning and carrying out investigations</li> <li>● Engaging in argument from evidence</li> <li>● Obtaining, evaluating, and communicating</li> </ul>
<b>GSE</b>	<b>SKP1a, b, c</b>	<b>SKP2a, b</b>	<b>SKL1a, b</b>	<b>SKE2a, b, c</b>	<b>SKE1a, b; SKL2a, b, c</b>