Everest Academy

Scope & Sequence

Revised:April 2025

1st Quarter (44 Days)			
Resources: **STEMScopes**			
Week	**Unit/Lesson**	**Learning Objectives**	**TEKS**
1st: Aug 8-9 *(2days)*	**Welcome to school**	TW establish class routines and procedures	N/A
2nd: Aug 12-16 *(5 days)*	**Properties of Objects** Lesson 1:Describe it! Lesson 2: Property Toss	• TSW, identify physical properties including shape, color, texture, and material. • record different physical properties of objects including shape, color, texture, and material. • classify the physical properties of objects in different ways.	**K.6** identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to clasify objects
3rd: Aug 19-23 *(3 days)*	**Properties of Objects** Lesson 3: Texture Touch Lesson 4: Marvelous Materials	• TSW, identify physical properties including shape, color, texture, and material. • record different physical properties of objects including shape, color, texture, and material. • classify the physical properties of objects in different ways.	**K.6** identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to classify objects
4th: Aug 26- Aug 30 *(5 days)*	**Properties of Objects** Lesson 5: Classify Me Lesson 6: Eli Spies	• TSW, identify physical properties including shape, color, texture, and material. • record different physical properties of objects including shape, color, texture, and material. • classify the physical properties of objects in different ways.	**K.6** identify and record observable physical properties of objects, including shape, color, texture, and material, and generate ways to classify objects
5th: Sept 2-6 *(4 days)*	**Monday: Labor Day Holiday**	**TSW, review and take a test over Properties of Objects.**	**K.6**

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6th: Sept 9-13 *(5 days)*	**Magnets** Lesson 1: Stuck on you! Lesson 2: Pole War Lesson 3:Magnetic or not!	• TSW, describe how magnets interact with various materials. • predict how magnets will react with various materials. • describe how magnets can be used to push or pull. • predict how magnets can be used to push or pull	**K.7** describe and predict how a magnet interacts with various materials and how magnets can be used to push or pull
7th: Sept 16-20 *(5 days)*	**Magnetics** Lesson 4: Lead me with your magnet Lesson 5: The Magic Racetrack	• TSW, describe how magnets interact with various materials. • predict how magnets will react with various materials. • describe how magnets can be used to push or pull. • predict how magnets can be used to push or pull.	**K.7** describe and predict how a magnet interacts with various materials and how magnets can be used to push or pull
8th: Sept 23-27 *(4 days)*	**Friday: Professional Development**	**TSW, review and take a test over Magnets**	**K.7**
9th:Sept 30 Oct 4 *(5 days)*	**Light** Lesson 1: I Can See! I Can See! Lesson 2: Light Makers! Lesson 3: Light Difference	• TSW, compare how different amounts of light affect the appearance of objects. • demonstrate how light travels through some objects and is blocked by other objects, creating shadows. • explain that light travels through some objects and is blocked by other objects, creating shadows.	**K.8A** communicate the idea that objects can only be seen when a light source is present and compare the effects of different amounts of light on the appearance of object **K.8B** demonstrate and explain that light travels through some objects and is blocked by other objects, creating shadows
10th: Oct 7-11 *(5 days)*	**Light** Lesson 4:Traveling Light Lesson 5: Shadow Puppet Show Lesson 6:An EnLIGHTing Adventure	• TSW, compare how different amounts of light affect the appearance of objects. • demonstrate how light travels through some objects and is blocked by other objects, creating shadows. • explain that light travels through some objects and is blocked by other objects, creating shadows.	**K.8A** communicate the idea that objects can only be seen when a light source is present and compare the effects of different amounts of light on the appearance of object **K.8B** demonstrate and explain that light travels

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			through some objects and is blocked by other objects, creating shadows

2nd Quarter (43 Days)			
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Week	**Unit/Lesson**	**Learning Objectives**	**TEKS**
1st: Oct 14-18 *(5 days)*	**Patterns in the Sky** Lesson 1:Fun in the Sun! Lesson 2:Clouds All Around	• TSW, identify, describe, and predict the patterns of day and night. • identify, describe, and predict the observable characteristics of day and night. • observe, describe, and illustrate objects in the sky such as the Sun, the Moon, the stars, and clouds.	**K.9A** identify, describe, and predict the patterns of day and night and their observable characteristics **K.9B** observe, describe, and illustrate the Sun, Moon, stars, and objects in the sky such as clouds
2nd: Oct 21-25 *(5 days)*	**Patterns in the Sky** Lesson 3:Big, Bright, Beautiful Stars! Lesson 4:MoonBeams	• TSW, identify, describe, and predict the patterns of day and night. • identify, describe, and predict the observable characteristics of day and night. • observe, describe, and illustrate objects in the sky such as the Sun, the Moon, the stars, and clouds.	**K.9A** identify, describe, and predict the patterns of day and night and their observable characteristics **K.9B** observe, describe, and illustrate the Sun, Moon, stars, and objects in the sky such as clouds
3rd: Oct 28- Nov 1 *(4 days)*	**Patterns in the Sky** Lesson 5:Day and Night Patterns Lesson 6: Camping Time **Friday Parent/Teacher Conference**	• TSW, identify, describe, and predict the patterns of day and night. • identify, describe, and predict the observable characteristics of day and night.	**K.9A** identify, describe, and predict the patterns of day and night and their observable characteristics **K.9B** observe, describe, and illustrate the Sun, Moon, stars, and objects in the sky such as clouds

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		• observe, describe, and illustrate objects in the sky such as the Sun, the Moon, the stars, and clouds.	
4th: Nov 4-8 *(5 days)*	**Patterns in the Sky** Lesson 5:Day and Night Patterns Lesson 6: Camping Time	• TSW, identify, describe, and predict the patterns of day and night. • identify, describe, and predict the observable characteristics of day and night. • observe, describe, and illustrate objects in the sky such as the Sun, the Moon, the stars, and clouds.	**K.9A** identify, describe, and predict the patterns of day and night and their observable characteristics **K.9B** observe, describe, and illustrate the Sun, Moon, stars, and objects in the sky such as clouds
5th: Nov 11-15 *(5 days)*	**TSW review and take a test over "Patterns in the sky"**	**TSW review and take a test over "Patterns in the sky"**	**K.9A K.9B**
6th : Nov 18-22 *(5 days)*	**Review & Assessment**	**Review & Assessment**	**Review & Assessment**
7th: Nov 25-29	**Thanksgiving Holiday**		
8th: Dec 2-6 *(5 days)*	**weather and Air** Lesson 1: What is it like Outside? Lesson 2: Sunny Days Lesson 3: Windy Days	• TSW, observe and describe weather changes from day to day. • observe and describe weather changes from season to season. • identify evidence that air is all around. • demonstrate how wind moves objects such as windsocks, pinwheels, and ribbons.	**K.10B** observe and describe weather changes from day to day and over seasons **K.10C** identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon

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9th: Dec 9-13 *(5 days)*	**weather and Air** Lesson 4: Clouds and Rain Rolling In Lesson 5: Let it Snow Lesson 6: The Year of the Backyard	• TSW, observe and describe weather changes from day to day. • observe and describe weather changes from season to season. • identify evidence that air is all around. • demonstrate how wind moves objects such as windsocks, pinwheels, and ribbons.	**K.10B** observe and describe weather changes from day to day and over seasons **K.10C** identify evidence that supports the idea that air is all around us and demonstrate that wind is moving air using items such as a windsock, pinwheel, or ribbon
10th : Dec 16-20 *(5 days)*	**TSW review and take a test over "Weather and Air"**	**TSW review and take a test over "Weather and Air"**	**K.10B K.10C**
Dec 23- Jan 3	**Winter Break**		

3rd Quarter (44 Days)			
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Week	**Unit/Lesson**	**Learning Objectives**	**TEKS**
1st : Jan 6-10 *(4 days)*	**Rocks, Soil and Water** Lesson 1: Rock Hounds Lesson 2: How Big? What Shape? Monday: Professional Development	• I can describe and classify rocks based on their observable properties including size, shape, color, and texture. • I can observe practical uses for rocks, soil, and water. • I can generate examples of practical uses for rocks, soil, and water.	**K.10A** describe and classify rocks by the observable properties of size, shape, color, and texture **K.11** observe and generate examples of practical uses for rocks, soil, and water

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Week	**Unit/Lesson**	**Learning Objectives**	**TEKS**
2nd: Jan 13-17 *(5 days)*	**Rocks, Soil and Water** Lesson 3: Look and Feel Lesson 4: I Spy rock and Soil Uses	• I can describe and classify rocks based on their observable properties including size, shape, color, and texture. • I can observe practical uses for rocks, soil, and water. • I can generate examples of practical uses for rocks, soil, and water.	**K.10A** describe and classify rocks by the observable properties of size, shape, color, and texture **K.11** observe and generate examples of practical uses for rocks, soil, and water
3rd : Jan 20-24 *(4 days)*	**Rocks, Soil and Water** Lesson 5: Water Hounds Lesson 6: The Rocky Road to the Rock Monday: MLK Holiday	• I can describe and classify rocks based on their observable properties including size, shape, color, and texture. • I can observe practical uses for rocks, soil, and water. • I can generate examples of practical uses for rocks, soil, and water.	**K.10A** describe and classify rocks by the observable properties of size, shape, color, and texture **K.11** observe and generate examples of practical uses for rocks, soil, and water
4th : Jan 27-31 *(5 days)*	**TSW Review and Test over "Rocks, Soil and Water"**	**TSW Review and Test over "Rocks, Soil and Water"**	**K.10A K.11**
5th: Feb 3-7 *(5 days)*	**Basic Needs** Lesson 1: Walking Through Nature Lesson 2: Needs Versus Wants	• TSW, observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive. • observe and identify the dependence of animals on air, water, food, space, and shelter.	**K.12A** observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow **K.12B** observe and identify the dependence of animals on air, water, food, space, and shelter
6th: Feb 10-14 *(4 days)*	**Basic Needs** Lesson 3:Plants and Animal Needs Lesson 4:Plant and Animal Basic Needs	• TSW, observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive.	**K.12A** observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow

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	Friday: District Professional Development	• observe and identify the dependence of animals on air, water, food, space, and shelter.	**K.12B** observe and identify the dependence of animals on air, water, food, space, and shelter
7th: Feb 17-21 *(4 days)*	**Basic Needs** Lesson 5:Plants and Animal Experts Lesson 6:Eli to the Rescue	• TSW, observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space in order to survive. • observe and identify the dependence of animals on air, water, food, space, and shelter.	**K.12A** observe and identify the dependence of plants on air, sunlight, water, nutrients in the soil, and space to grow **K.12B** observe and identify the dependence of animals on air, water, food, space, and shelter
8th : Feb 24-28 *(5 days)*	**TSW Review and test over "Basic Needs'**	**TSW Review and test over "Basic Needs'**	**K.12A K.12B**
9th: Mar 3-7 *(5 days)*	**Plant Life cycles** Lesson 1:A Plant Life Lesson 2:The Seeds of Life	• TSW, identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle. • identify ways that a young plant resembles a parent plant.	**K.13C** identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle **K.13D** identify ways that young plants resemble the parent plant
	Spring Break March 10-14		

4th Quarter (46 Days)			
Resources: **StemScopes**			
Week	**Unit/Lesson**	**Learning Objectives**	**TEKS**
1st: Mar 17- 21 *(5 days)*	**Plant Life Cycles** Lesson 3:Sweet Seedlings Lesson 4:The Cycle's Complete!	• TSW, identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle. • identify ways that a young plant resembles a parent plant.	**K.13C** identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle **K.13D** identify ways that young plants resemble the parent plant
Ramadan Break Mar 24 - 31			
2nd: Apr 1-4 *(4 days)*	**Plant Life Cycle** Lesson 5:The Circle of Life Lesson 6:Eli's Thanksgiving Pie	• TSW, identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle. • identify ways that a young plant resembles a parent plant.	**K.13C** identify and record the changes from seed, seedling, plant, flower, and fruit in a simple plant life cycle **K.13D** identify ways that young plants resemble the parent plant
3rd: April 7-11 *(5 days)*	**TSW Review and Test over" Plant Life Cycle"**	**TSW Review and Test over" Plant Life Cycle"**	**K.13C K.13D**
4th: April 14- 18 *(5 days)*	**Plant and Animal Structures** Lesson 1: Same Structure Different Animals Lesson 2: Seeing, moving,Hearing, Grasping	• TSW, identify the structures of plants including roots, stems, leaves, flowers, and fruits. • identify the structures of animals that allow them to interact with their environments such as by seeing, hearing, moving, and grasping objects	**K.13A** identify the structures of plants, including roots, stems, leaves, flowers, and fruits **K.13B** identify the different structures that animals have that allow them to interact with their environment such as seeing, hearing, moving, and grasping objects
5th: Apr 21-25 *(5 days)*	**Plant and Animal Structures** Lesson 3: Grow, Plant Grow! Lesson 4: Growing Green	• TSW, identify the structures of plants including roots, stems, leaves, flowers, and fruits. • identify the structures of animals that allow them to interact with their environments such as by seeing, hearing, moving, and grasping objects.	**K.13A** identify the structures of plants, including roots, stems, leaves, flowers, and fruits **K.13B** identify the different structures that animals have that allow them to interact with their environment such as seeing, hearing, moving, and grasping objects

4th Quarter (46 Days)			
Resources: **StemScopes**			
Week	**Unit/Lesson**	**Learning Objectives**	**TEKS**
6th: Apr 28 -May 2 *(5 days)*	**Plant and Animal Structures** Lesson 5: The Fruit of Life Lesson 6: Painting at The Garden Festival	• TSW, identify the structures of plants including roots, stems, leaves, flowers, and fruits. • identify the structures of animals that allow them to interact with their environments such as by seeing, hearing, moving, and grasping objects.	**K.13A** identify the structures of plants, including roots, stems, leaves, flowers, and fruits **K.13B** identify the different structures that animals have that allow them to interact with their environment such as seeing, hearing, moving, and grasping objects
7th: May 5- 9 *(5 days)*	**MAP Testing and Review**	**MAP Testing and Review**	**MAP Testing and Review**
8th: May 12- 16 *(5 days)*	**MAP Testing and Review**	**MAP Testing and Review**	**MAP Testing and Review**
9th: May 19- 23 *(5 days)*	Award Ceremonies / Graduation Ceremonies		
10th May 26-28	**Graduation ceremonies & staff working days**	N/A	N/A