

Kindergarten

Science and Social Studies

	August	September	October	November	December
Essential Questions					
Themes	<i>Great Beginnings</i> The Color Week	<i>All About Me-I Am Special</i> <i>Donuts with Dad</i>	<i>Harvest Time</i> Cowboy Day, Fall Fun Day	<i>Making Memories</i> Thanksgiving Celebration	<i>Traditions and Celebrations</i> Holiday Celebrations
Content	<i>School and Home</i> <i>Rules/Responsibilities</i> <i>Directional terms</i>	<i>Human Body</i> <i>Sorting</i> <i>Family</i>	<i>Animals/plants</i> <i>Magnets</i>	<i>Needs/wants</i> <i>Maps</i>	<i>Describe ideas</i>
Skills	<p>1a. Demonstrate an understanding of a simple investigation by asking questions. (DOK 2)</p> <p>2 c. Compare types of forces and motion. (DOK 1)</p> <ul style="list-style-type: none"> External motion of objects (e.g., straight-line, circular, back-and-forth, rotational) Internal motion of objects (e.g., bending, stretching) <p>1e. Identify student responsibilities at home and school (e.g., chores, completing tasks, following directions, etc.).</p> <p>2a. Explain the purpose of rules/laws and why they are important in the home and classroom</p> <p>2b. Identify authority figures in home and school</p> <p>4c. State the scarcity of sources in the classroom/home</p> <p>3a. Recognize and apply terms related to location, direction, size, and distance (e.g., up, down, left, right, here, there, etc.).</p>	<p>3b. Compare and contrast physical characteristics of humans. (DOK1)</p> <ul style="list-style-type: none"> The five senses (sight, smell, touch, taste, hearing) and corresponding body parts The six major body organs (brain, skin, heart, lungs, stomach, intestines). <p>3c. Classify parts of the human body that help it seek, find, and take in food when it feels hunger. (DOK 1)</p> <ul style="list-style-type: none"> Eyes and nose for detecting food Legs to get it Arms to carry it away Mouth to eat it <p>3d. Identify offspring that resemble their parents. (DOK 1)</p> <p>1b. Compare, sort, and group objects according to size, shape, color, and texture. (DOK 2)</p> <ul style="list-style-type: none"> Identify the student's role in his/her family (1a) Recognize types of non-traditional families (1b) Describe personal physical changes over time (1c) <p>4d. State the <i>opportunity cost</i> of choices made in the home environment (e.g., change, watch television or play outside, etc.).</p>	<p>3a. Group animals and plants by their physical features (e.g., size, appearance, color). (DOK 2)</p> <p>2d. Compare the interaction between two magnets and the interaction between magnets and other objects (e.g., iron, other metals, wood, water). (DOK 1)</p> <p>• Classify primary land uses (e.g., farming, livestock, fishing, residential, recreation, etc.) (4a)</p>	<p>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)</p> <ul style="list-style-type: none"> State the needs and wants of self and family (4b) Recognize a map as a pictorial representation of reality (3c) 	<p>1e. Describe ideas using drawings and oral expression. (DOK 2)</p>
Art Infusion Ideas	Act out appropriate/inappropriate behaviors at school.	Make a senses book.	Mural showing land, air, water, student will create animals that live in that habitat.	Create a map of holidays, colors, or family.	
Materials Resources and Field Trips					
Assessments	Teacher Observation	Match object or action to the body part containing that sense		Sort pictures into wants and needs	Teacher observation

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	January	February	March	April	May
Essential Questions					
Themes	100th Day of School	<i>People and Places or Happy Healthy Me</i> Valentine Party, Mardi Gras	<i>Growing and Changing Japan</i>	<i>The Big Backyard</i> Earth Day Environmental Awareness	Changes
Content	<i>Earth Materials</i>	<i>Sun</i> <i>Goods/Services</i> <i>National Symbols</i>	<i>Properties of objects</i> <i>Japan</i>	<i>Science Tools</i> <i>Conservation</i>	Living/Non-living Sun
Skills	<p>4a. Sort, separate, and classify Earth materials (e.g., clay, silt, sand, pebbles, gravel) using various strategies. (DOK 2)</p> <p>4b. Identify and describe properties of Earth materials (soil, rocks, water, and air).</p>	<p>4f. Identify the sun as Earth's source of light and heat and describe changes in shadows over time. (DOK 2)</p> <p>2c. Identify national symbols-flag, eagle</p> <p>4e. State the <i>goods</i> and <i>services</i> provided by family <i>producers</i>.</p> <p>4f. State the <i>division of labor</i> within the classroom/home environment (e.g., making an art project, using an assembly line, classroom and community helpers, etc.).</p>	<p>2a. Classify properties of objects and materials according to their observable characteristics. (DOK 2)</p> <ul style="list-style-type: none"> Materials (e.g., wood, paper, plastic, metal) Matter (solid or liquid) Objects that sink or float in water <p>2b. Differentiate what happens to water left in an open container (disappears) and water left in a closed container (remains). (DOK 1)</p> <p>1d. Recognize varieties of family life and cultures (e.g., rural, urban, national, international {For Example: Japan}).</p> <p>5a. Identify settings of read-aloud stories as geographic locations (e.g., <i>Grandfather's Journey</i> – Japan).</p> <p>5b. Recognize that various cultures utilize different styles of writing (e.g., Japanese alphabet vs. English alphabet).</p> <p>5c. Recognize that countries are different sizes and shapes (e.g., islands of Japan vs. mainland United States).</p> <p>5d. Recognize that various cultures enjoy different styles of music, art, dress, food and languages.</p> <p>3d. Identify cardinal directions.</p>	<p>4c. Collect and display local weather data. (DOK 2)</p> <p>4d. Describe ways to conserve water. (DOK 2)</p> <p>1c. Identify simple tools (rulers, thermometers, scales, and hand lenses) used to gather information. (DOK 1)</p> <p>1f. Recognize that when a science investigation is done the way it was done before, very similar results are expected. (DOK 1)</p> <p>2d. Discuss waste vs. non-waste (e.g., garbage, paper, plastic, recycling, consumable, non-consumable).</p> <p>2e. Discover the relationship among people, places, and environments (e.g., importance of following rules, safety, manners, etc.).</p> <p>2f. Recognize responsibilities of the individual (e.g., courteous public behavior, honesty, self-control, respect for the rights and property of others, etc.).</p>	<p>4e. Describe the effects of the sun on living and non-living things. (DOK 1)</p> <ul style="list-style-type: none"> Warms the land, air, and water Helps plants grow <p>3e. Recognize and compare the differences between living organisms and non-living materials. (DOK 2)</p>
Art Inquiries	Show seasons in a collage	Paint an American Flag.	Make a comparison project of the USA and Japan.		Make a photostory or imovie of living and not living things.
Materials Resources and Field Trips					
Assessments					