**Quarter 1:** Science and Social Studies Content

August 31st-November 5th

**Unit 1.1: I’m in School 14 Day Window August 31st-September 18th**

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|  | **Assessments** | | **Learning Activities** | |
| I’m In School | * Students will be observed exhibiting knowledge of school rules, agreements and procedures by exhibiting respectful and responsible behavior throughout the school day. * Students can begin to identify teachers, classmates, and support staff that they encounter often. * Writing samples * Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.   **Essential Questions**   * What are the School Agreements? * Why do we have rules/procedures? * How can I be a positive PPPCS citizen? * What are feelings/emotions? * When and why have you felt (insert emotion)? * What is a friend? | | **Authentic Learning Tasks:**   * Meet and greet with school administration * School Tour * Modeling and role playing rules and procedures * role play using I-messages | |
| **Art Integration:**   * Feelings art/dance: play a variety of music that should illicit different emotions. Have students create art or dance while the music is playing. After each song facilitate discussion about how students felt while the music was playing and share their art. As an extension, students can teach each other the dance they created. Dance K.3.1.a-c, Music K.4.1.a * Learn and sing with accuracy songs and dances that relate to topics covered in the unit. Music K.1.2.a-h and K.1.3.a-d. * Role-play roles of people in the school building, rules, procedures etc. Theater K.1.1.b-c | |
| **Writing :**   * Use a combination of writing, drawing, and dictation to compose informative/explanatory texts about school or friends.   + Examples: At school I can…   + My friends are \_\_\_\_. We like to … * Use a combination of writing, drawing and dictating to narrate a time they made a new friend or felt a particular emotion. * Use a combination of writing, drawing and dictating to compose and opinion piece in which students express how they feel about starting kindergarten. | |
| **Recommended Text and Media**  **To be completed as a team during Quarter 1 unit development meeting.** | | | | |
| **Fiction** | | **Non-Fiction** | | **Other Media** |
| * Kissing Hand - Audrey Penn * Miss Bindergarten Gets Ready for Kindergarten – Joseph Slate * Look Out Kindergarten Here I Come – Nancy Carlson * Enemy Pie – Derek Munson | |  | | * Youtube: Sesame Street Safety Chickens. * [**http://www.pinterest.com/nlruby/im-in-school/**](http://www.pinterest.com/nlruby/im-in-school/) |
| **Recommendations for Morning Text Study**  **To be completed as a team during Quarter 1 unit development meeting.** | | | | |
| **Author Study** | | **Genre Study** | | **Special Event/Holiday** |
| Kevin Henkes  Rosemary Wells | |  | |  |

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| **Social Studies Standards** | |
| K.1.A.1.a-b | **Identify the importance of rules. K.1.A.1**   * Identify reasons for classroom and school rules, such as maintaining order and keeping the community safe. * Recognize rules help promote fairness, responsible behavior, and privacy. |
| K.1.C.1.b-c | **Describe the roles, rights, and responsibilities of being a member of the family and school. K.1.C.1**   * Describe the roles of members of the school, such as principal, crossing guard, bus drivers, and teachers * Identify and describe rights, and responsibilities in the classroom and family . |
| K.2.C.1.a | **Demonstrate how groups of people act. K.2.C.1**   * Identify discuss and demonstrate appropriate social skills, such as listening to the speaker, taking turns, settling disagreements, and reaching compromise at home and in school. |
| K.5.A.1.a-b | **Distinguish among past, present, and future time. K.5.A.1**   * Identify and describe events of the day in chronological order * Describe daily events in terms of yesterday, today, and tomorrow. |
| **Speaking and Listening Standards** | |
| CCCSS.ELA. Literacy.SL.K.I-3 | **Comprehension and Collaboration**   * Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   + Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).   + Continue a conversation through multiple exchanges. * Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. * Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| CCCSS.ELA. Literacy.SL.K.4-6 | **Presentation of Knowledge and Ideas:**   * Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. * Add drawings or other visual displays to descriptions as desired to provide additional detail. * Speak audibly and express thoughts, feelings, and ideas clearly. |

**Unit 1.2: In my Community 17 Day Window September 21 – October 13**

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|  | **Assessments** | | **Learning Activities** | |
| In My Community | * Students can create a series of maps exhibiting a developing level of special reasoning. * Students can identify Baltimore as the location of our community and recall at least 3 facts about Baltimore they have learned. * Writing Samples * Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.   **Essential Questions**   * What is a community? * How do you impact your community? * What is a family? * How does your family fill their needs? * How do people use natural materials? | | **Authentic Learning Tasks:**   * Address and phone number: students will attempt to memorize their home address and phone number. Letters will be sent home to verify information before we teach it to students. This activity can be adapted to the attendance routine during Morning Meeting. * Building a home for the Three Little Pigs: Students will explore a variety of natural materials and human-made materials. They will compare and contrast the materials and make connections between the natural material and how it was modified to create a human made material/object. Students will use a combination of materials to create a home for the Three Little Pigs including rooms and furniture. * Me on a Map: explore maps through multiple opportunities to create maps of familiar places, study maps of familiar places and answer questions about from information derived from maps. Students will recreate the book, Me on the Map by Joan Sweeny. * Invite families to come share a custom or tradition that make them unique. * Field Trips: Take walking trips around our neighborhood to visit a variety of places in our community to investigate the people and places that make Baltimore unique. | |
| **Art Integration:**   * Learn and sing with accuracy songs and dances that relate to topics covered in the unit. Music K.1.2.a-h and K.1.3.a-d. * Role-play people in their family and in the community. Theater K.1.1.b-c * Explore art of local artists, possibly have MICA students come to share some of their work. Visual Arts K.1.1-4 * Create a picture accurately portraying natural features in our community using a variety of materials: paper, cloth, clay, wood, etc | |
| **Writing:**  Explore writing everyday through modeling, free write, shared writing and/or interactive writing.   * Use a combination of writing, drawing, and dictation to compose informative/explanatory texts about families, community, and the natural world around us. * Use a combination of writing, drawing and dictating to narrate an activity they enjoyed with their family. * Use a combination of writing, drawing and dictating to compose an opinion piece in which students state their favorite place in a community or job/career. | |
| **Recommended Text and Media**  **To be completed as a team during Quarter 1 unit development meeting.** | | | | |
| **Fiction** | | **Non-Fiction** | | **Other Media** |
| * My Map Book – Sarah Fanelli * Me on a Map – Joan Sweeny * Wanda’s Roses * Curious Garden * Rosie Revere, Engineer- Andrea Beaty * Iggy Peck Architect- Andrea Beaty | |  | | * [**http://www.pinterest.com/nlruby/in-my-community/**](http://www.pinterest.com/nlruby/in-my-community/) |
| **Morning Text Study**  **To be completed as a team during Quarter 1 unit development meeting.** | | | | |
| **Author Study** | | **Genre Study** | | **Relatable Topic/Special Event/Holiday** |
|  | | * Fairy Tales | | * Kids playing important roles in their community |

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| **Science Standards** | |
| K.2.A.1.a-c | **Investigate objects and materials in the environment. K.2.A.1**   * Observe and describe a variety of natural and human-made objects found in familiar environments (school, neighborhood, park) * Examine and describe Earth materials   + rocks   + soil   + water * Using examples, describe that objects and materials, such as trees, rocks, and hills on Earth’s surface can change. |
| K.4.A.1.a-c | **Compare the observable properties of a variety of object and the materials they are made of using evidence from investigations. K.4.A.1**   * Examine and describe various objects in terms of the materials, such as clay, cloth, paper, etc from which they are made. * Based on data, describe the observable properties, such as size, shape, color, and texture of a variety of objects. * Identify and compare the properties of materials objects are made of and the properties of the objects. |
| K.6.B.1.a-b | **Identify aspects of the environment that are made by humans and those that are not made by humans. K.6.B.1**   * Identify features of the natural environment that are made by humans.   + parks,   + zoos,   + building,   + bridges   + roads   + railway   + etc * Identify features of the natural environment that are not made by humans.   + hill   + pond   + bay   + etc |
| **Social Studies Standards** | |
| K.1.C.1.a/c | **Describe the roles, rights, and responsibilities of being a member of the family and school. SSK.1.C.**   * Describe the roles, rights, and responsibilities of family members. * Identify and describe rights, and responsibilities in the classroom and family |
| K.2.A.1.a-b | **Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs. SSK.2.A.1**   * Use experiences, such as class trips ,classroom visitors, stories and electronic media to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities such as recreation, stories, and music. * Give examples of qualities, such as customs, interests, skills and experiences that make individuals and families in their immediate environment unique. |
| K.3.A.1.b-d | **Identify and describe how a globe and maps can be used to help people locate places. K.3.A.1**   * Describe how maps are models showing physical features and/or human features of places. * Identify a location by using terms such as near-far, above-below, and here-there. * Identify pictures and photographs that represent places on a map such as a playground and a fire station. |
| K.3.B.1.a, c-d | **Describe places in the immediate environment using natural/physical and human-made features. SSK.3.B.1**   * Recognize physical features as landforms and bodies of water using photographs and pictures. * Using photographs and pictures recognize human-made features as modifications people have made to the land. * Identify human made features such as buildings sidewalks, streets, and bridges. |
| K.3.C.1.a-c | **Describe how transportation and communication link people and places. K.3.C.1.**   * Identify that people travel on land, water and air. * Explain how transportation is used to move goods and people from place to place. * Identify ways that people communicate messages. |
| K.4.A.1.a-b | **Describe choices people make because of unlimited economic wants. K.4.A.1**   * Explain that goods are things that people make or grow. * Identify situations where people make choices. |
| K.4.A.2.a-c | **Identify that resources are used to make products. K.4.A.2**   * Recognize workers as human resources. * Describe some jobs and what is required to perform them. * Recognize that natural resources, such as water, trees, and plants are used to make products. |
| K.4.A.3.a | **Explain how technology affects the way people live, work, and play. K.4.A.3**   * Begin to be aware of technology and how it affects life. |
| K.4.B.1.a | **Identify types of local markets. K.4.B.1**   * Describe how buyers and sellers make exchanges at the market. |
| K.4.B.3.a-c | **Describe how goods are acquired. K.4.B.3**   * Explain that money is one way to acquire goods. * Explain that trading is another way to acquire goods. * Recognize that goods have different values. |
| **Speaking and Listening Standards** | |
| CCCSS.ELA. Literacy.SL.K.I-3 | **Comprehension and Collaboration**   * Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   + Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).   + Continue a conversation through multiple exchanges. * Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. * Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| CCCSS.ELA. Literacy.SL.K.4-6 | **Presentation of Knowledge and Ideas:**   * Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. * Add drawings or other visual displays to descriptions as desired to provide additional detail. * Speak audibly and express thoughts, feelings, and ideas clearly. |

**Unit 1.3 : Fall on the Farm 15 Day Window Oct. 14-Nov. 5th**

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|  | **Assessments** | | **Learning Activities** | |
| Fall on the Farm | * Apple and Pumpkin life cycle labeled diagram * Writing Samples * Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.   **Essential Questions**   * What is a farm? * Why is a farm important? * How do living things on the farm meet their needs? * What is fall? * How does our environment change in the fall? * What do you adapt to fall? * How does a fruit/vegetable grow? | | **Authentic Learning Tasks:**   * Visit a real working farm * Apple investigations: After reading about and investigating apples students will participate in a scientific investigation of apples. Students will compare a group of a variety of apples then make and defend predictions about the correlation of the external features (size, color, shape) of the fruit vs the internal features (color, texture, taste, presence of seeds). After our investigation we will make applesauce will all the apples. * Pumpkin investigation: After reading about and investigating pumpkins students will participate in a scientific investigation of pumpkins. Students will compare a group of pumpkins then make and defend predictions about which pumpkin will contain the most seeds. Students will work in groups to cut open a pumpkin and count the seeds inside. Students will then reexamine their predictions and make changes where appropriate to create a theory. * Nature Collections: Students will explore the park and collect items that symbolize changes in nature during autumn. * Farm to Table: students will investigate how we get the food we eat. Through use of multiple types of media and field trips students will learn how food is grown/raised, processed, sold and cooked. | |
| **Art Integration:**   * Learn and sing with accuracy songs and dances that relate to topics covered in the unit. Music K.1.2.a-h and K.1.3.a-d. * Leaf Man- after exploring fall and reading Leaf Man students will use fall nature collections to create a leaf person. Visual Art K.3.1.c | |
| **Writing:**  Explore writing everyday through modeling, free write, shared writing and/or interactive writing.   * Use a combination of writing, drawing, and dictation to compose informative/explanatory texts about farms, fall and harvest. * Use a combination of writing, drawing and dictating to narrate a story about a day on the farm/a fall day. * Use a combination of writing, drawing and dictating to state what the best thing about fall is/farm animal/produce then defend their statements in an opinion piece. | |
| **Recommended Text and Media**  **To be completed as a team during Quarter 1 unit development meeting.** | | | | |
| **Fiction** | | **Non-Fiction** | | **Other Media** |
|  | |  | | * [**http://www.pinterest.com/nlruby/fall-on-the-farm/**](http://www.pinterest.com/nlruby/fall-on-the-farm/) |
| **Recommendations for Morning Text Study**  **To be completed as a team during Quarter 1 unit development meeting.** | | | | |
| **Author Study** | | **Genre Study** | | **Related Topics/Special Event/Holiday** |
|  | |  | | * Halloween * spiders * monsters |

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| **Science Standards** | |
| K.2.E.2.a-c | **Investigate and gather information about changes in weather. K.2.E.2**   * Observe and describe different weather conditions using senses. * Record observations using pictures, pictographs, or written/oral language. * Describe qualitative changes in weather, such as temperatures, precipitation, wind, etc. |
| K.3.C.1.a-b | **Observe, describe, and compare the life cycles of different kinds of animals and plants. K.3.C.1**   * Identify and draw pictures that show what an animal and plant looks like at each stage of its life cycle. * Describe and compare the changes that occur in the life cycle of two different animals, such as a frog and a puppy and two different plants, such as a rosebush and a maple tree. |
| K.3.D.1.a,c | **Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places. K.3.D.1**   * Observe, describe, and give examples of the many kinds of living things found in different places in Maryland. * Explain that the external features of plants and animals affect how well they thrive in different kinds of places. |
| K.3.E.1.a-d | **Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival. K.3.E.1**   * Make observations of the features and behaviors of many different kinds of animals/plants within an environment to identify and begin building a list of some of the basic needs these organisms share, such as water, air, etc. * Describe ways that people and other animals manage to bring the things they need form their environment into their bodies. |
| K.3.F.1.a-c | **Investigate a variety of familiar places where plants and animals live to describe the place and the living things found there. K.3.F.1**   * Describe observations using drawings, oral or written text of the place and some of the living things found there. * Based on the observations collected at each place compare the plants and animals found there.   + location   + activity   + movement   + features * Describe ways that animals and plant found in each place interact with each other and with their environment. |
| **Social Studies Standards** | |
| K.3.D.1.a-b | **Describe how people adapt to and modify their immediate environment. K.3.D.1**   * Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather. * Identify ways that people change their environment to meet their needs, such as planting crops or cutting forests. |