**CURRICULUM MAP**

**Subject:** ELA/Science/PE/FA **Grade:** K  **Quarter:** 4th Quarter **Teacher(s)**: Kindergarten Teacher

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| **Month**  March-May | **WEEK 1**  **Unit Theme:** Properties of matter and texture | **WEEK 2**  **Unit Theme:** Tools and functions | **WEEK 3**  **Unit Theme:** Earth week and recycling |
| **Concept**  **(CCSS Standards)** | **K.RI.1**With prompting and support, ask and answer questions about key  details in a text.  **K.RI.2**With prompting and support, identify the main topic and retell key  details of a text.  **K.RI.3**With prompting and support, describe the connection between two  individuals, events, ideas, or pieces of information in a text.  **K.RI.4** With prompting and support, ask and answer questions about unknown  words in a text.  **K.RI.5**Identify the front cover, back cover, and title page of a book.  **K.RI.6**Name the author and illustrator of a text and define the role of each in  presenting the ideas or information in a text.  **K.W.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  **K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **K.RI.1** With prompting and support, ask and answer questions about key  details in a text.  **K.RI.2** With prompting and support, identify the main topic and retell key  details of a text.  **K.RI.3** With prompting and support, describe the connection between two  individuals, events, ideas, or pieces of information in a text.  **K.RI.4** With prompting and support, ask and answer questions about unknown  words in a text.  **K.RI.5** Identify the front cover, back cover, and title page of a book.  **K.RI.6** Name the author and illustrator of a text and define the role of each in  presenting the ideas or information in a text.  **K.W.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  **K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **K.RI.1** With prompting and support, ask and answer questions about key  details in a text.  **K.RI.2** With prompting and support, identify the main topic and retell key  details of a text.  **K.RI.3** With prompting and support, describe the connection between two  individuals, events, ideas, or pieces of information in a text.  **K.RI.4**With prompting and support, ask and answer questions about unknown  words in a text.  **K.RI.5**Identify the front cover, back cover, and title page of a book.  **K.RI.6**Name the author and illustrator of a text and define the role of each in  presenting the ideas or information in a text.  **K.W.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  **K.W.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| **GDOE** | **K.1.1** *Raise questions about the natural world.*  **K.3.1** Describe objects in terms of the materials that make up the objects.  *EXAMPLE (S)*: Describe the materials found in a pencil. | **K.1.1** *Raise questions about the natural world.*  **K.5.1** Identify tools found around the home and recognize that tools make it easier to do certain jobs.  *EXAMPLE (S)*: Construct simple tools, such as paper clocks. | **K.1.1** *Raise questions about the natural world.* |
| **Skill:**  **SAT-10** | **Physical**  Understand how to determine basic properties of materials  **Science Process Skills**  Use observation skills to determine differences | **Science Process Skills**  Use observation skills to determine differences.  Use basic measurement instruments | **Earth**  Identify resources that are used to make everyday objects  **Science Process Skills**  Use observation skills to determine differences |
| **Activity /**  **\*\*Formative Assessment** | **Students will:**   * Discover what is inside the mystery box by using only their sense of touch. * Distinguish between different textures by feeling things around the classroom * Sort and categorize materials about what things are made of * Complete a sorting and categorizing worksheet   \*\* Observations, Product, Worksheets | **Students will:**   * Identify different types of tools * Watch an online video/ppt on tools * Know the purpose of different types of tools * Complete a worksheet on tools   \*\*Observations, Product, Worksheets | **Students will:**   * Know the different recyclable materials and the recycling symbol * Turn trash to treasure by constructing something out of recyclable materials (2days) * Design an Earth Week mobile * Complete an sorting activity on recycling   \*\*Observations, Rubric, Performance Assessment |
| **Resources/ Materials** | Books, computer, PowerPoint presentation, projector, scissors, glue, crayons, pictures, paper | crayons, pictures, paper, worksheets, glue scissors, projector, computer | Books, computer, balloons, newspaper, scissors, glue, crayons, pictures, paper |
| **Homework** | **Students will:**  - find 3 different objects with different textures. | **Students will:**   * Bring a tool from home and explain its purpose. (Show and Tell) | **Students will:**   * Bring recyclable materials for TRASH to TREASURE activity |
| **ESLRs** | UPIES | UPIES | UPIES |