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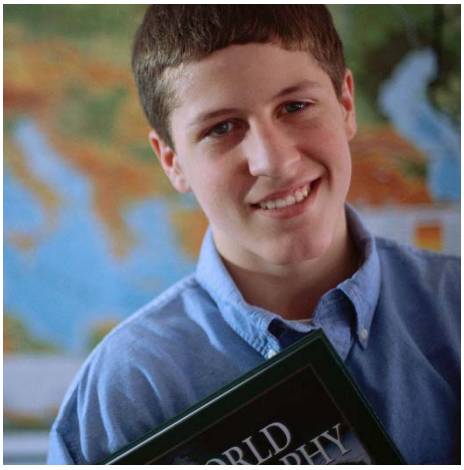

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english language arts - math - science - health - social studies -

Curriculum Guides

Updated 2010

Kindergarten

SAU 29 Curricula

English Language Arts

- Literature
- Informational Text
- Foundations
- Writing
- Speaking/Listening
- Language

Mathematics

- Counting and Cardinality
- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Measurement & Data
- Geometry

Science

- Earth & Space Science
- Life Science
- Physical Science

Health

- Alcohol
- Family Life
- Injury Prevention
- Mental Health
- Nutrition
- Personal/Consumer Health
- Physical Activity
- Tobacco

Social Studies

- Economics
- Civics/Government
- History
- Geography

Kindergarten: Literature

Essential Questions

What do I need to know to understand a story?

(Stories are made up of characters, main ideas, setting and events.)
(Stories have a beginning, middle and ending)
(Pictures and illustrations add to the meaning of the story)

- ***The bulleted language is to guide instruction***

Kindergarten	Student Friendly
1. With prompting and support, ask and answer questions about key details in a text, what the story will be about by looking at the title and cover. ➢ Model how to ask questions about details and events in the text. ➢ Model how to answer questions about the text as you read on.	I can, with help, ask and answer questions about a story that is read to me.
2. With prompting and support, retell familiar stories, including key details. ➢ Demonstrate how to retell a story in your own words	I can retell a story in my own words.
3. With prompting and support, identify characters, settings, and major events in a story ➢ Describe the definition of characters and setting ➢ Demonstrate how to identify main characters ➢ Determine setting ➢ Sequence events	I can describe the characters, where and when a story takes place, and describe what happen in a story.
4. Ask and answer questions about unknown words in a text.	Introduce
5. Recognize common types of texts (e.g., storybooks, poems)	Introduce
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Introduce
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). ➢ Explore pictures as you read a story ➢ Make connections between text and illustrations.	I can use the pictures from the story to help me learn what happen.
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Introduce
10. Actively engage in group reading activities with purpose and understanding. Decode independently ➢ Model how to review what happens in the text to test for comprehension	I can read and explain what happen in a story.

Kindergarten: Informational Literature

Essential Questions

What do I need to know to understand informational text?

(Pictures and text are connected to meaning)

- ***The bulleted language is to guide instruction***

Kindergarten	Student Friendly
1. With prompting and support, ask and answer questions about information and events in a text. ➢ While reading a story model how to ask and answer questions using details and events in the text. ➢ Introduce sequencing	I can, with help, ask and answer questions about a story that is read to me.
2. With prompting and support, identify the main topic and retell key details of a text.	*Introduce*
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	*Introduce*
4. With prompting and support, ask and answer questions about unknown words in a text.	*Introduce*
5. Identify the front cover, back cover, and title page of a book.	*Introduce*
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	*Introduce*
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ➢ Model how to explore pictures as you read ➢ Model how to make connections between illustrations and text.	I can tell why a picture is in a story.
8. With prompting and support, identify the reasons an author gives to support points in a text.	*Introduce*
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	*Introduce*
10. Actively engage in group reading activities with purpose and understanding. ➢ Model how to decode independently ➢ Review what happen in the text to test for comprehension	I can read a book at a kindergarten level.

Kindergarten: Foundation Skills

Essential Questions

How do sounds become words?

(All letters are represented by sounds.)
(Blended letter sounds make words.)
(Sounds can be manipulated to form new words.)

What is a sentence?

(Groups of connected words express ideas)

- ***The bulleted language is to guide instruction***

Kindergarten	Student Friendly
Print Concepts **1.** Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. ➢ Teach Phonemic Awareness skills to tell the difference between the sound of a whole word such as: /cat/ and the fact that "cat" has 3 sounds that make up the word, /c/ /a/ /t/ Explain the procedure used to read a book (left to right and return sweep, to next line.) ➢ Learn to name and match upper to lower case alphabet letters ➢ Identify the difference between a word and a letter.	I know that words like: "dog" have 3 different sounds in them, /d/ /o/ /g/ I know the difference between letters and words. I know that words are made by putting letters and their sounds together. I can follow along from left to right and point to the words as someone reads a book to me. I can name all upper and lower case letters of the alphabet.
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. ➢ Instruct students to isolate sounds in words. ➢ Define rhyming through word families. ➢ Introduce the concept of a sentence; begin with a capital letter, end with a period and it represents a thought. ➢ Identify new words by substituting initial and final letters.	I can tap out the number of sounds in a word and blend the sounds together to read a word, like: /c//a//t/ I can blend 2 letters together to make one sound, called a blend. ie: cr,gl,dr,st I know words that have the same ending sound rhyme, and are part of word families. I can say words that rhyme. I can count how many words are in a sentence.

Kindergarten	Student Friendly
2. *continued*	I know that a sentence starts with a capital letter and ends with a period and tells me about something. I know beginning, middle and ending sounds in little words like; cat, dog, pig. I know if I change the first or last letter of a word it makes a new word.
Phonics and Word Recognition **3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. ➢ Model tapping isolated sounds to form CVC words. ➢ Use Wilson sound symbols to teach consonant and vowel sounds. ➢ Introduce high frequency words daily.	I can tap sounds out in a word, and blend them together to read a word. I know the sounds each letter makes. I know which letters are vowels. I know that vowels can make two sounds. I can read the popcorn words. I know if you change the first, middle or ending letter of a word it will make a new word. I can make word families by changing the first letter in a word.
Fluency **4.** Read emergent-reader texts with purpose and understanding. ➢ Expose students to leveled emergent readers. ➢ Ask questions to check for comprehension of reading. ➢ Beginning readers point to each word as they read.	I am beginning to read kindergarten level books and know what they are about. I use my finger, at first, to point to each word I read.

Kindergarten: Writing

Essential Questions

How can I express my ideas in writing?

(Writing is made of pictures, letters, and words.)
(Writing is used to share ideas, knowledge, feelings, and experiences)

- ***The bulleted language is to guide instruction***

Kindergarten	Student Friendly
Text Types and Purposes **1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). ➢ Model how to form an opinion about a book or a topic. ➢ Model how to draw a picture to explain a book or topic. ➢ Demonstrate how to dictate to explain a book or topic. ➢ Explain how to write to explain a book or topic.	I can write, draw or tell someone about a topic or book. I can tell how I feel about a topic or book. .
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ➢ Discuss and determine a topic. ➢ Model how to identify the topic through drawing. ➢ Model how to identify the topic through dictation. ➢ Model how to identify the topic through writing. ➢ Demonstrate how to describe details about the topic through drawing, dictation or writing.	I can write, draw or tell about a topic and explain it.
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. ➢ Demonstrate to how to describe the details of an event or several connected events. ➢ Model how to sequence the events. ➢ Model how to form an opinion about the event. ➢ Discuss and explain the opinion.	I can write, draw or tell about something that happened to me in the order that it happened and tell how I felt about it.
4. (Begins in grade 3)	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. ➢ Explain a writing or drawing. ➢ Discuss additional details to add to a drawing or writing.	With help from adults, I can add details to my writing to make it more interesting.

Kindergarten	Student Friendly
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Introduce
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Introduce
8. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. ➢ Discuss specific questions on a topic. ➢ Model how to read text on a topic and/or Investigate the topic. ➢ Model how to identify details from the text and/or Explain details from investigation. ➢ Model how to select details to answer questions.	I can use information from my life or from books I have read to answer questions about a topic.
9. (Begins in grade 4)	
10. (Begins in grade 3)	

Kindergarten: Speaking and Listening

Essential Questions

How do asking and answering questions help us understand what we are learning about?

(Listening and asking for help will improve conversational skills)

- ***The bulleted language is to guide instruction***

Kindergarten	Student Friendly
1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. ➢ Explain and model general conversational rules: raise your hand, be a good listener when someone is speaking, eyes on the speaker, body still, hands free ➢ Explain and model taking turns in order.	I can take part in Morning Meeting or circle time.
2. 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. ➢ Model presentation of information orally or through media ➢ Model how to determine key details ➢ Ask and answer questions about key details	I can understand what my teacher is telling or showing me. I can ask and answer questions about it.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ➢ Model how to ask questions to get information	I can ask for help if I need it.
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ➢ Model how to describe people, places, things, and events ➢ Model how to ask questions about people, places, things and events	I can tell a story about people, places or things.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail. ➢ Model drawings or pictures that would provide extra information.	I can draw pictures to illustrate a story details.
6. Speak audibly and express thoughts, feelings, and ideas clearly. ➢ Model how to speak and express ideas clearly.	I can speak so others will understand me.

Kindergarten: Language Usage

Essential Questions

What do I need to know to decode words and sentences?

(All letters are represented by sounds.)
(There are different types of words that can be used" plurals, prepositions, questions words, homonyms, antonyms, verbs, and adjectives.)
(Every sentence needs a capital and end mark.)

- ***The bulleted language is to guide instruction***

Kindergarten	Student Friendly
1. Observe conventions of grammar and usage. a. Print most upper- and lowercase letters. b. Write a letter or letters for most consonant and short-vowel sounds (phonemes). c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*) when speaking. d. Understand and use the most frequently occurring prepositions in English (e.g., *to/from*, *in/out*, *on/off*, *for, of*, *by*, *with*) when speaking. e. Produce and expand complete sentences in shared language and writing activities. f. Understand and use question words (e.g., *who*, *what*, *where*, *when*, *why*, *how*) in discussions. ➢ Demonstrate correct formations of upper and lower case letters. ➢ Introduce consonant and vowel sounds. ➢ Introduce use of plural nouns ➢ Illustrate how to expand on simple sentences in language and writing using details. ➢ Identify question words	a. I can write most upper and lower case letters. b. I know letters make sounds and can write the letter when I hear the sound. c. I can say the right word if there is more than one. d. I know when to use to, from, in, out, on, off, of, for, by, and with when I am talking. e. I can make sentences with details. f. I know how to use question words such as, who, what, where, when, why and how.
2. Observe conventions of capitalization, punctuation, and spelling. a. Capitalize the first word in a sentence and the pronoun. b. Name and identify end punctuation, including periods, question marks, and exclamation points. c. Spell simple words phonetically using knowledge of sound-letter relationships. ➢ Explain that every sentence begins with a capital letter. ➢ Identify punctuation at end of sentences (. ? !) ➢ Model tapping sounds in CVC words for spelling	a. I know that the first word in a sentence is (capital) upper case. b. I know the first letter in a name is capital. c. I can find the period, question mark or exclamation point in a sentence. d. I know how to tap sounds in small (CVC) words and spell them.
3. Begins in Grade 3	

Kindergarten	Student Friendly
4. Determine word meanings (*based on kindergarten reading*). a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*). c. Use the most common affixes in English (e.g., *-ed*, *-s*, *re-*, *un-*, *pre- -ful*, *-less*) as a clue to the meaning of an unknown word. ➢ Model how to sort objects ➢ Introduce homonyms (same spelling diff. meaning) ➢ Explain affixes to understand meaning of words (*ed, s, re, un, pre, ful, less*)	a. I know how to sort objects. b. I understand words can have more than one meaning. c. I know the beginning and ending of words can help me know what a word means; untie, redo, prepay, colorful, useless
5. Understand word relationships. a. Build real-life connections between words and their use (e.g., note places at school that are *colorful*). b. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. c. Use common adjectives to distinguish objects (e.g., the *small blue* square; the *shy white* rabbit). d. Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms). ➢ Introduce real life connections to words ➢ Demonstrate shades of meaning for similar verbs ➢ Identify adjectives to describe an object ➢ Introduce antonyms	a. I can use words in my own life and make sense. b. I can act out the different ways to show the same actions; walk, march, lunge c. I know how to describe objects by color, size, shape, and feeling. d. I know how to show opposites of words.
6. Use newly learned words acquired through conversations, reading, and responding to texts. ➢ Explain how to include new words in conversations, reading and responses	I can show that I know what new words mean.

UNIT/ORGANIZING PRINCIPLE:	K - Counting and Number Sense	Pacing:	
ESSENTIAL QUESTIONS: Does the student know number names and the count sequence? **ESSENTIAL QUESTIONS: Does the student count to tell the number of object?** **ESSENTIAL QUESTIONS: Does the student compare numbers?** **NATIONAL STANDARDS: Counting and Cardinality (K.CC)**			
CONCEPTS/CONTENT	**LEARNING TARGETS/SKILLS**	**GLEs**	**KEY TERMINOLOGY**
Know number names and the count sequence.	Count to 100 by ones and by tens. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Introduce the concept of skip counting by fives and tens. Introduce the concept of using strategies in game situations.	M(N+O) K-2 M(N+O) K-2	count, ones, tens, forward backward, sequence, represent numeral, number, relationship quantity, counting number names, order, pair same, larger, smaller, compare "how many", arrange, line array, identify, greater than less than, equal to, group
Count to tell the number of objects.	Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.		set, matching, strategy whole number, digit, model difference, skip-count, fewer operation, manipulative estimate, value, more, more than, cardinal, ordinal, numerical

UNIT/ORGANIZING PRINCIPLE:	K - Counting and Number Sense	Pacing:	
ESSENTIAL QUESTIONS: Does the student know number names and the count sequence? **ESSENTIAL QUESTIONS: Does the student count to tell the number of object?** **ESSENTIAL QUESTIONS: Does the student compare numbers?** **NATIONAL STANDARDS: Counting and Cardinality (K.CC)**			
CONCEPTS/CONTENT	**LEARNING TARGETS/SKILLS**	**GLEs**	**KEY TERMINOLOGY**
	Understand that each successive number name refers to a quantity that is one larger. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		
Compare numbers.	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Compare two numbers between 1 and 10 presented as written numerals. Introduce the concept of interpreting the multiple uses of numbers encountered in the real world Introduce the concept of knowledge of differences in the use of ordinal and cardinal numbers. Introduce the concept of estimating sets of objects up to 20 and revise as items are counted.		

UNIT/ORGANIZING PRINCIPLE:	K - Operations and Algebraic Thinking	Pacing:	
ESSENTIAL QUESTIONS: Does the student understand addition as putting together and adding to, and understand subtraction as taking apart and taking from? **NATIONAL STANDARDS: Operations and Algebraic Thinking (K.OA)**			
CONCEPTS/CONTENT	**LEARNING TARGETS/SKILLS**	**GLEs**	**KEY TERMINOLOGY**
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Represent addition and subtraction with objects, fingers, mental images, drawings explanations, expressions, or equations.2, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations. Introduce the concept of creating and solving problems based on everyday experiences. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. Introduce the concept of using problem solving strategies to investigate and understand new mathematical content, both independently and in groups. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5=2+3, 5=4+1). For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. Fluently add and subtract within 5.	M(P+R) 2-1 M(P+R) 2-2	addition, subtraction, equation, number sentence, add, subtract, plus, minus, remaining, are left, in all, put together, separate, sets problem, decompose, more, less, word problem, value what makes ___ true
Recognize and manipulate number patterns	Introduce the concept of relating the mathematical language and symbols to problem situations and informal language. Introduce the concept of identifying, extending and labeling number patterns in the environment and describing how number patterns are similar and different.		

UNIT/ORGANIZING PRINCIPLE:	K - Numbers/Operations in Base Ten	Pacing:	
ESSENTIAL QUESTIONS: Can the student work with numbers 11-19 to gain foundations for place value? **NATIONAL STANDARDS: Number and Operations in Base Ten (K.NBT)**			
CONCEPTS/CONTENT	**LEARNING TARGETS/SKILLS**	**GLEs**	**KEY TERMINOLOGY**
Work with numbers 11-19 to gain foundations for place value.	Compose and decompose numbers from 11-19 into ten ones and some further ones, example using objects or drawings, and record each composition or decomposition by a drawing or equation (18=10+8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Introduce the concept of comparing one and two digit numbers to determine which is greater or less. Introduce the concept of understanding place value concepts of whole numbers 0-20 using models. Introduce the concept of ordering a set of numbers (0-20) from smallest to largest.		compare, greater than, less than, equal to, belongs, counting on, place value, ones, tens, base ten. number line

UNIT/ORGANIZING PRINCIPLE:	K - Measurement and Data	Pacing:	
ESSENTIAL QUESTIONS: Can the student describe and compare measurable attributes? **ESSENTIAL QUESTIONS: Classify objects and count the number of objects in each category?** **NATIONAL STANDARDS: Measurement and Data (K.MD)**			
CONCEPTS/CONTENT	**LEARNING TARGETS/SKILLS**	**GLEs**	**KEY TERMINOLOGY**
Describe and compare measurable attributes.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		attributes, length, weight, more of, less of, height, mass.
	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		compare, contrast, more, less, heavier, heaviest, lighter, lightest, longer, longest, shorter, shortest, taller, tallest, measure, scale, non standard units, colder than.
Classify objects and count the number of objects in each category.	Classify objects into given categories; count the number of objects in each category and sort the categories by count.		
Introduction of the concepts of time and money and fractions.	Introduce the concept of clock, calendar, and thermometer as measurement tools.	M(G+M) K-8	farenheit, celcius, warmer, cooler, temperature
	Introduce the concept of telling time to the nearest hour and half hour.	M(G+M) K-9	hour
	Introduce the concept of elapsed and accrued time as it relates to calendar patterns and the sequence of events in a day (today, tomorrow, yesterday, days of the week, months of the year, and seasons).		sequence of events, analog, clock, calendar, digital, temperature, days of the week, morning, afternoon, evening, before, after, week, month, year, today, tomorrow, yesterday.

UNIT/ORGANIZING PRINCIPLE:	K - Measurement and Data	Pacing:	
ESSENTIAL QUESTIONS: What is money and what can it be used for? **ESSENTIAL QUESTIONS: What makes patterns similar? What makes patterns different?** **NATIONAL STANDARDS: Measurement and Data (K.MD)**			
CONCEPTS/CONTENT	**LEARNING TARGETS/SKILLS**	**GLEs**	**KEY TERMINOLOGY**
Introduce the concept of using data to represent information.	Introduce the concept of the names and values of coins.		coins, nickel, dime, penny, quarter, amount, earn, pay, change, value.
	Introduce the concept of using money in real-world situations.		
	Introduce the concept of differences in magnitude of whole numbers and the fraction 1/2 (fair shares)		fraction, fair-share, half
	Introduce the concept of solving problems using manipulatives, charts and graphs.		graph, chart, diagram, tally
	Introduce the concept of how to interpret a given representation created by the class (model and tally chart) to answer questions related to the data or analyze the data to formulate conclusions using words, diagrams, or verbal scribed responses.		
	Introduce the concept of telling a story using information from a graph.		
Recognize, create and analyze patterns.	Introduce the concept of creating a pattern.		duplicate, extend, growing, label, pattern
	Introduce the concepts of extending a variety of patterns by extending the pattern to the next one, two or three elements.		repeating, numerical, similar, different, classify.
	Introduce the concept of translating any AB pattern across formats. (A,B, A, B = clap, snap, clap, snap)		
	Introduce the concept of describing how two patterns are similar and/or different.		

UNIT/ORGANIZING PRINCIPLE:	K - Geometry	Pacing:	
ESSENTIAL QUESTIONS **How can we create or compose shapes?** **How can we identify and describe shapes?** **NATIONAL STANDARDS: Geometry (K.G)**			
CONCEPTS/CONTENT	**LEARNING TARGETS/SKILLS**	**GLEs**	**KEY TERMINOLOGY**
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.	Describe objects in the environment using names of shapes, and describe the relative positions of the objects using terms such as above, below, beside, in front of, behind, and next to. Correctly name shapes regardless of the orientations or overall size. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). Introduce the concept of geometry in nature, art, and architecture. Introduce the concept of copy and make shapes by drawing and using manipulatives.		circle, square, triangle, rectangle, hexagon, cube, cone, cylinder, sphere, trapezoid, rhombus, faces, edges, solid.
Analyze, compare, create, and compose shapes.	Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differentces, parts (number of sides and vertices/"corners") and other attributes (having sides of equal length). Introduce the concept of compare and contrast geometric figures. Model shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes. Compose simple shapes to form larger shapes. ("Can you join these two triangles with full sides touching to make a rectangle?")		sides, vertices, corners, equal length, above, below, beside, in front of, behind, bottom, next to, plane, flat, 3 dimensional, solid, shapes, curve, inside, into, middle, outside, over, sorting, top, under, position, right, left.

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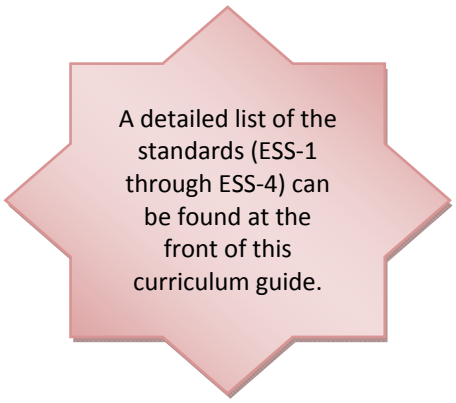
Kindergarten: Earth & Space Science

	Essential Questions	Objectives
ESS-1	*None at this level*	*None at this level*
ESS-2	*None at this level*	*None at this level*
ESS-3	*None at this level*	*None at this level*
ESS-4	*None at this level*	*None at this level*

Resources/Activities	Vocabulary
	

Kindergarten: Life Science

	Essential Questions	Objectives
LS-1	• What are the parts of a tree? • What do trees need to live? • How are leaves different?	1. Recognize that trees have identifiable structures. 2. Identify the basic needs of trees (water, light, and nutrients). 3. Recognize that leaves have identifiable structures.
LS-2	*None at this level*	*None at this level*
LS-3	• How will trees change during the year?	1. Observe trees and collect data throughout the seasons. 2. Recognize that trees are growing, living organisms.
LS-4	• What are the different types of trees? • What can you tell me about the shape of a leaf?	1. Identify trees by their shape. 2. Identify leaves by their shape and compare them to geometric shapes.
LS-5	• What is made from a tree? • How are trees helpful to people and animals?	1. Provide examples of items that are manufactured or produced. 2. Describe how trees are useful to animals or people.

Trees & Leaves

Resources/Activities

- Tree Kit- FOSS (Keene)
- **Tree Homes** teacher guide (GEMS 2006 Catalog –ISBN: 0-924886-04-8)
- GEMS – may be borrowed from Keene State College
- Visit a local sawmill
- Visit Stonewall Farm (Suggested Programs: Pumpkin Program, Sugar Shack, Tree Farm)
- **Trees** (Eyewitness Books) By David Burne and Peter Chadwick
- Adopt a tree and feed birds throughout the year (seeds, peanut butter)

A detailed list of the strands (LS-1 through LS-5) can be found at the front of this curriculum guide.

Vocabulary

bark – outer covering of trunk, branches and roots of a tree

branch – part of a tree or bush that grows out from the trunk

leaf – the green food-making part of almost every plant

light – form of energy which makes it possible for us to see

living – having life

root – the part of the plan that grows under the ground or sometimes in water or air

season – one of the four periods of the year; Winter, Spring, Summer, Autumn

stem – the part of a plant that holds the flower's fruit, and leaves of the plant

trunk – the main, woody stem of a trees, not including the branches and roots

twig – small branch of a tree

water – liquid found on earth like oceans, lakes, rivers, ponds

Include with Seasons:

temperature – a measure of how hot or cold something is

thermometer – an instrument for measuring temperature

weather – the changing conditions in one area at one time

cloud – condensed water vapor that rises from bodies of water on Earth

foggy – fine drops of water that float in the air just above Earth's surface

hail – frozen drops of rain that falls as lumps of ice

rain – drops of water that fall from clouds

sleet – small bits of ice formed by raindrops that freeze, or by partly melted snowflakes freezing again

snow – tiny ice crystals that fall in soft white flakes from cold clouds

Kindergarten: Physical Science

	Essential Questions	Objectives
PS-1	• What can be made out of natural material, such as wood, plants, and animals? • What ways can living things change? • Which objects in the room are made of wood? • Which objects in the room are made of metal? • Which objects in the room are made of paper?	1. Explore the properties of wood and paper. 2. Recognize that new products can be made out of natural materials such as paper from trees or cloth from various plants and animals. 3. Recognize that objects can be made of different types of materials such as wood, paper, and metal. 4. Recognize that objects can be made of one or more materials. 5. Identify the observable properties of different objects, such as color, size, weight, and texture. 6. Classify objects by the observable properties 7. Describe how properties change, ie. freezing, mixing, heating, cutting, dissolving, and bending.
PS-2	*None at this level*	*None at this level*
PS-3	*None at this level*	*None at this level*
PS-4	• What is paper made of?	1. Recognize that new objects can be made out of physical materials such as cloth or paper.

Wood & Paper

Resources/Activities	Vocabulary
• Wood Paper Kit – FOSS (Keene) • Visit a paper mill • Visit a recycling center • Make paper, decorate, and use • Apple Stamps A detailed list of the strands (PS-1 through PS-4) can be found at the front of this curriculum guide.	*cardboard* – heavy, stiff paper *chipboard* – a type of paper board made of recycled paper *cloth* – material made by weaving or knitting fibers *lumber yard* – a place where boards cut from logs are stored *metal* – a material that usually has a shiny surface, can be melted, and can conduct heat and electricity *paper* – a material used for many purposes made from wood, rags, or certain grasses *pulp* – soft wet mass of materials used to make paper *recycle* – to use again *sawdust* – the fine particles that fall from wood as it is being sawed *sawmill* – a place machines saw logs into lumber *wood* – the hard material that makes up the trunk and branches of a tree or bush

New Hampshire Science Framework

Standards

Earth and Space Science

ESS1– The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.

ESS2– The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.

ESS3– The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time.

ESS4– The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

Life Science

LS1– All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species).

LS2– Energy flows and matter recycles through an ecosystem.

LS3– Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

LS4– Humans are similar to other species in many ways, and yet are unique among Earth's life forms.

LS5– The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

Physical Science

PS1– All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).

PS2– Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.

PS3– The motion of an object is affected by force.

PS4– The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.

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Health

	Essential Questions	Objectives *Students need to know:*
Alcohol	What is medicine? Why do we take medicine? Who can give you medicine?	1.1 The difference between food and medicine, and household products. Medicine can look like candy, vitamins are medicine, gum can be medicine. (nicotine gum) 1.2 The importance of using medicine correctly. 1.3 Risks of incorrect use Who can give you medicine
Comm/Enviro Health	*Not at this level*	*Not at this level*
Family Life & Sexuality	Who is in your family? How can I be a responsible family member?	1.1 How to be a responsible family member 1.2 Diversity in families, family structures vary, (give examples), and people are special at all ages.
Injury Prevention	How do I keep myself safe in traffic?	4.2, 4.3 The importance of riding safely in a car, sitting in back seat, wearing seat belts. 4.4 Pedestrian Safety, cross walks, crossing guards, adult supervision. 4.6 School bus safety.
Mental Health	How do I express and manage my feelings?	3.2 How to show respect for others 3.1Strategies to make and keep friends 2.2, 2.3 Positive ways to handle emotions 2.1 How to express needs, wants and feelings

Kindergarten

Skills linked to assessment	Resources	
Accessing Information (Alcohol)	http://kidshealth.org/classroom http://kidshealth.org http://www.nchealthyschools.org	**Alcohol**
Not as this level	*Not at this level*	**Comm/Enviro Health**
Analyzing Influences (Family Life/Sexuality)	http://kidshealth.org/classroom http://kidshealth.org http://www.nchealthyschools.org	**Family Life & Sexuality**
Self Management Decision Making (Injury Prevention)	http://kidshealth.org/classroom http://kidshealth.org http://www.nchealthyschools.org	**Injury Prevention**
Interpersonal Communication (Mental)	http://kidshealth.org/classroom http://kidshealth.org http://www.nchealthyschools.org	**Mental Health**

Health

	Essential Questions	Objectives *Students need to know:*
Nutrition	What is healthy eating?	1.2 A variety of foods are needed for good health. 1.3 Benefits of drinking water, eating fruits/veg, grains, calcium rich foods.
Pers/Consumer Health	How do I keep from getting sick? What are head lice?	1.1 Effective techniques for hand washing 1.2-1.5 Personal hygiene 2.2 How to cover coughs and sneezes and importance of hand washing 2.4 How to prevent the spread of head lice
Physical Activity	How does being active keep me healthy?	1.1 The importance of physical activity (Covered in Physical Education Class)
Tobacco	What is tobacco?	Tobacco comes in different forms, cigarettes, cigars, pipe and chewing tobacco. They are all harmful, do not touch.

Kindergarten

Skills linked to assessment	Resources	
Decision Making Goal Setting (Nutrition)	http://kidshealth.org/classroom http://kidshealth.org http://mypyramid.gov http://newenglanddairycouncil.org http://www.nchealthyschools.org	**Nutrition**
Self Management Assessing Information (Peer/Consumer)	http://kidshealth.org/classroom http://kidshealth.org http://www.nchealthyschools.org	**Pers/Consumer Health**
Self Management Decision Making (Physical Activity)	http://kidshealth.org/classroom http://kidshealth.org http://www.nchealthyschools.org Physical Education Class	**Physical Activity**
Decision Making (Tobacco)	http://kidshealth.org/classroom http://kidshealth.org http://www.nchealthyschools.org Cheshire Coalition for a Tobacco Free Community	**Tobacco**

SAU29 Social Studies Curriculum

Grade: K **Domain:** Economics
Theme: All About Me: Needs and Wants

Essential Questions:

- What are my needs and wants?
- Who helps me to meet my needs and wants, and how do they help me?
- How does money help me to get what I need?

Content Understandings: Students will …

- Understand the differences between needs (i.e. food, clothing and shelter) and wants, and know that all people have needs and wants.
- Understand how people work together to meet their needs and wants.
- Examine how people make economic decisions based upon their needs and wants.

Objectives: Students will be able to…

- Place pictures of items (needs and wants) in a T-chart and give a verbal explanation (this could be done as an ICT task).
- Describe verbally or in writing how a variety of people at home and at school take care of their needs and wants.
- Draw and explain (verbally and/or in writing) how and why they spend a sum of money on either a need or a want when posed with a specific scenario (it may be a verbal one-on-one discussion).

Key Concepts/Essential Terms:

need/s want/s money choice/s

Essential People/Groups:

State Standards addressed:

SS:EC:2:2.1, SS:WH:2:1.1

Activities/Projects:

1. Create a play "store" and "stock" it with items from each category:
   a. Needs: food, school supplies
   b. Wants: toys, decorative accessories
2. Coin unit (see your district math program): Students will learn about the four U.S. coins, physical characteristics, values, and the four presidents whose faces appear on them.
3. The Social Studies steering committee is in the process of creating a collection of exemplary Kindergarten level Economics lesson plans from the world wide web. Look for news about availability in the near future.

Resources and Materials:

Assessments:

SAU29 Social Studies Curriculum

Grade: K **Domain: Civics and Government**
Theme: All About Me: Being a Good Citizen

Essential Questions:

- How can I be a good citizen?
- How can I stay safe?
- How can I make a difference in my world?
- How can I solve problems?

Content Understandings: Students will …

- Understand the meaning/importance of various symbols of our nation (U.S. flag and the Pledge of Allegiance).
- Understand the various holidays that are important to our nation's history (see list).
- Understand why there are rules and that rules vary from setting to setting.
- Understand that rules can keep them safe and that certain community members help them to stay safe.
- Understand that as a citizen they have certain rights (e.g. to be safe, to be respected to learn) and responsibilities (e.g. to make positive choices) that will change over time.
- Understand basic principles of voting.

Objectives: Students will be able to…

- Explain verbally or visually what a symbol of our nation stands for and why it is important (flag/pledge)
- Create a picture based on a classroom timeline that shows various holidays and celebrations of our nation and explain the importance of two of them.
- Choose one symbol of our nation and tell how it can be used in a parade.
- Participate in the creation of classroom rules and, based on the classroom set of rules, students will choose one rule and explain verbally why that rule is needed.
- Demonstrate what action a good citizen will take and why, given a scenario via role playing.
- Create a poster of themselves performing a good deed.
- Tell their name, address and phone number.

Key Concepts/Essential Terms:

citizen	fairness	rules	consequences
voting	community	pledge	national holiday

Essential People/Groups:

State Standards addressed:

SS:HI:2:1.1, SS:HI:2:3.1, SS:HI:2:5.1, SS:CV:2:1.1, SS:CV:2:1.2, SS:CV:2:1.3, SS:CV:2:4.1

Activities/Projects:

4. Create own replica of U.S. flag and participate in "Citizenship Parade." On the back of the flag would be a written example of a behavior that illustrates good citizenship in school.
5. Students participate in the creation of a "Class Constitution" on or near Constitution Day.
6. Fire Safety (in conjunction with Fire Prevention Week): Introduce/review guidelines for fire safety; introduce fire fighters as important members of our community who keep us safe.
7. Traffic Safety: Introduce/review guidelines for traffic safety (walking and bike riding); introduce police officers as members of our community who keep us safe.
8. Introduce a "Current Events" routine to your classroom (by day, by week).
9. Students can participate in a community service or service learning project, in conjunction with other classes and/or grades within school, such as playground cleanup, raising money, or collecting items for local family in need. Other service learning projects could include Heifer Project's "Read to Feed" or "Pennies for Peace."
10. Students can participate in a variety of situations where taking a vote facilitates decision-making.
11. Students can participate in mock elections during the school year (political, seasonal, etc.)

Resources and Materials:

Assessments:

SAU29 Social Studies Curriculum

Grade: K **Domain: History**
Theme: All About Me:

Essential Questions:

- Who am I?
- How do I celebrate and remember important events?

Content Understandings: Students will …

- Understand the similarities and differences between themselves and others
- Explore how they have changed over time
- Examine the different beliefs, traditions, and customs that families have and how those began
- Understand that over time many groups of people have influenced and enhanced art, music and literature.

Objectives: Students will be able to…

- Share verbally one way in which s/he is the same as another in the class and one way in which s/he is different.
- Bring (or draw) three pictures of themselves at different times of their childhoods and organize them sequentially (1^{st}, 2^{nd}, 3^{rd}).
- Articulate one family rule and explain why it is necessary.
- Describe/articulate a family tradition and generate a picture.
- Create a self portrait using a mirror that includes hair, eyes, ears, nose and mouth, in realistic colors.

Key Concepts/Essential Terms:

self family name same different celebration

tradition event time beliefs customs opinion

Essential People/Groups:

State Standards addressed:

SS:Hl:2:1.1, SS:HI:2:3.2, SS:HI:2:5.2, SS:WH:2:1.1, SS:WH:2:5.1

Activities/Projects:

12. Participate in a variety of whole class surveys that investigate physical attributes, preferences and opinions.
13. Students may want to generate their own surveys that investigate the above.
14. Question/survey of the day to establish as a class routine.
15. Special person of the day/week.
16. Class acknowledgement of student birthdays
17. Illustrate hair, eyes, ears, nose, mouth, and clothing using a full length tracing of student's body.
18. Systematic "sharing" protocol for classroom, where students bring items from home that illustrate a specific characteristic, interest, or favorite.
19. Addition of student birthdays and field trips to classroom "timeline."

Resources and Materials:

Assessments:

SAU29 Social Studies Curriculum

Grade: K **Domain: Geography**
Theme: All About Me: Exploring My Community

Essential Questions:

- How do maps and globes help me to understand my world?

Content Understandings: Students will …

- Understand that maps and globes are representations of real places and are tools that can be used to describe location.
- Understand that maps and globes have certain features (e.g. color, map keys) that help the user to understand the presented information.
- Be able to locate the United States on both a world map and globe.

Objectives: Students will be able to…

- Draw a map of a room at home, including the door and three pieces of furniture.
- Draw a map of the classroom, including the door and the student's desk.
- Locate classroom and playground, given a map of the school.
- Indicate by pointing that the southern part of the state is the area in which they live, given a basic map of New Hampshire.
- Point to New Hampshire, given a map of the United States.
- Point to North America, given a map of the world.
- Identify land mass (green/brown) and water (blue), given a map of the world..
- Design and create a four-part poster with an illustration of an activity s/he can do in each of the four seasons.

Key Concepts/Essential Terms:

map	globe	land	water	key	place	location
world	direction	north	south	east	west	birds' eye view
continent	ocean	compass rose	address			

Essential People/Groups:

State Standards addressed:

SS:GE:2:1.1, SS:GE:2:1.2, SS:GE:2:1.3, SS:GE:2:2.1, SS:GE:2:2.2, SS:GE:2:2.3, SS:GE:2:3.1

Activities/Projects:

20. Where do I live? Using a detailed street map of the town, students will be introduced to the specific location of their apartments/houses.
21. Using songs, games, and art activities students will be introduced to names and locations of continents and oceans.
22. Possible classroom routines: (a) Geography question/challenge of the day; (b) Technology resources/games/simulations.

Resources and Materials:

Assessmets: