

PRESCHOOL CURRICULUM

Strand Topic: Cognition and General Knowledge: Science and Social Studies

Standard/Enduring Understanding: A. Scientific Inquiry

1. Expresses a sense of wonder and curiosity through questioning

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>Why do you ask questions?</p>	<ul style="list-style-type: none"> • Teacher modeling • Teacher think alouds • Teacher directed • Independent work 	<ul style="list-style-type: none"> • Sorting • Basic vocabulary sense • Prior knowledge of materials • Basic understanding of what a question is 	<ul style="list-style-type: none"> • Sensory table with various materials • Play dough with hidden objects • Weather chart • Categorizing 	<ul style="list-style-type: none"> • Sensory table • Play dough • Appealing and interesting materials 	<ul style="list-style-type: none"> • observation

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2. Uses simple tools, equipment and technology for investigation

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>Why do we use scientific tools?</p> <p>Why do we investigate?</p>	<p>Model how to use the different materials</p> <p>Supervised exploration of materials- at a small center</p> <p>Free play exploration of materials</p>	<p>Students will have an understanding of each tool and how to use it (identify, function, categorize)</p> <p>Exploring the different tools and how to use them</p> <p>Making predictions</p>	<p>Sensory Table</p> <p>Weather Chart</p> <p>Science station -Rain Clouds -Volcano -Dinosaur bone digging -Ramps -Magnets -Magnifying Glass -Growing plants</p> <p>-Outdoor/Nature Exploration</p>	<p>Sensory Table</p> <p>Weather Chart</p> <p>Science station -craft items/supplies -Dinosaur bone digging -Ramps, Trucks, Cars, Cardboard -Recycling Materials -Magnets -Magnifying Glass -Measuring Tools -Pencil -Paper -Books -Outdoor Exploration -Nature</p>	<p>Observation</p> <p>Checklists</p> <p>Science Journal</p> <p>Yes/No Question sheets</p>

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3. Observes and explores materials and natural phenomena

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>Why do we observe (look at) things?</p> <p>Why do we explore materials?</p> <p>Why is it important to know about natural phenomena?</p>	<p>Vocabulary (observe, explore, natural phenomena, investigate)</p> <p>Teacher modeling using think-alouds</p> <p>Teacher modeling use of scientific tools and materials</p> <p>Understanding of what it means to observe and explore</p>	<p>Students will have an understanding of materials and natural scientific phenomena</p> <p>Understanding of what it means to observe and explore</p> <p>Making predictions (mentally and verbally)</p>	<p>Science station</p> <ul style="list-style-type: none"> -Rain Clouds -Volcano -Dinosaur bone digging -Ramps -Magnets -Magnifying Glass -Growing plants <p>Sensory Table</p> <p>Weather Chart</p> <p>Outdoor exploration</p> <p>Crafts with natural materials</p>	<p>Science station</p> <ul style="list-style-type: none"> -craft items/supplies -Dinosaur bone digging -Ramps, Trucks, Cars, Cardboard -Recycling Materials -Magnets -Magnifying Glass -Measuring Tools -Pencil -Paper -Books -Outdoor Exploration -Natural materials (shells, leaves, rocks) 	<p>Observation</p> <p>Prediction charts</p> <p>Top down-topic web</p> <p>Student work</p> <p>Checklists</p>

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Strand Topic: Cognition and General Knowledge: Science and Social Studies

Standard/Enduring Understanding: B. Conceptual Knowledge of the Natural and Physical World

1. Demonstrates content knowledge of the characteristics of living things

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>What are living things?</p> <p>What is the difference between living and nonliving?</p> <p>What is a characteristic?</p>	<p>Teacher modeling what objects are living and non-living</p> <p>With help students will sort objects that are living and non-living</p> <p>Teacher models characteristics of living things</p> <p>With help students describe characteristics of living things</p> <p>Independently say at least one characteristic of a living thing</p>	<p>Describing words/ vocabulary around living things</p> <p>Sorting with or without help</p> <p>How to use scientific tools appropriately</p> <p>Know body parts</p>	<p>Science center</p> <ul style="list-style-type: none"> - Leaves - Flowers - Planting - Animals - Insects <p>Art Projects</p> <p>Labeling parts</p> <ul style="list-style-type: none"> - Body - Plants - Flowers - Animals - Insects <p>Sorting living and non-living objects</p> <p>Learning Songs, Finger Plays</p>	<p>Books about different living things</p> <p>Leaves, flowers, plants</p> <p>Magnifying glasses</p> <p>Water table filled with different textured items.</p> <p>Mystery Boxes filled with different textured items. (What does it feel like?)</p> <p>Touch and Feel</p> <p>Books</p> <p>Play-Doh filled with items</p> <p>science exploration centers</p> <p>Sorting Activities</p> <p>CD's</p> <p>Smartboard</p> <p>Posters/pictures</p>	<p>Observation</p> <p>Checklists</p> <p>Sample Works</p>

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Strand Topic: Cognition and General Knowledge: Science and Social Studies

Standard/Enduring Understanding: B. Conceptual Knowledge of the Natural and Physical World

2. Demonstrates content knowledge of the physical properties of objects and materials

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>What are physical properties of objects and materials?</p> <p>Why do we need to know physical properties?</p>	<p>Teacher modeling about physical properties- soft, hard, rough, wet, dry, etc.</p> <p>With help students will describe physical properties</p> <p>Independently students will describe physical properties either verbally or by sorting items.</p> <p>Describe at least one object using at least one physical property.</p>	<p>Vocabulary around physical properties- soft, hard, rough, wet, dry, etc.</p> <p>Sorting with or without help</p> <p>How to use scientific tools appropriately</p>	<p>Water table filled with different textured items.</p> <p>Mystery Boxes filled with different textured items. (What does it feel like?)</p> <p>Touch and Feel Books</p> <p>Play-Doh filled with items</p> <p>Science exploration centers</p> <p>Sorting Activities</p>	<p>Texture squares</p> <p>Water Table</p> <p>Books about living and non living things</p> <p>Mystery Boxes</p> <p>CD's</p> <p>Smartboard</p> <p>Posters/pictures</p> <p>Play-doh, rocks, sandpaper, oblick, tires, shaving cream, stuffed animals, cotton balls, bubbles, marbles</p> <p>Magnifying Glasses</p>	<p>Observation</p> <p>Checklists</p> <p>Sample Works</p>

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Strand Topic: Cognition and General Knowledge: Science and Social Studies

Standard/Enduring Understanding: B. Conceptual Knowledge of the Natural and Physical World

3. Demonstrates content knowledge of Earth's environment

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>What is the earth's environment?</p> <p>How do children explore their environment?</p>	<p>Teacher modeling about things in the environment. (This is a rock, dirt, sky, star etc.)</p> <p>Teacher modeling using think-alouds</p> <p>Understanding of what it means to observe and explore</p>	<p>Vocabulary surrounding natural things such as rocks, stars, sun etc.</p> <p>How to use scientific tools appropriately</p> <p>Sorting with or without help</p> <p>Questioning skills (I wonder what would happen if.....)</p>	<p>Water table filled with different natural items.</p> <p>Mystery Boxes filled with different natural items. (dirt, sand, rocks, etc.)</p> <p>Books about the Earth's environment.</p> <p>Science exploration centers</p> <p>Sorting Activities</p> <p>Pictures of the environment</p> <p>Land and Sky and solar system pictures etc.</p> <p>Scavenger hunts of natural items.</p> <p>Weather chart</p> <p>Pinwheel blowing</p>	<p>Globe/maps</p> <p>Seeds/soil/pots for growing things.</p> <p>Smartboard</p> <p>Pictures</p> <p>Seashells and other ocean creatures to touch, feel, explore etc.</p> <p>Books (ocean, solar system, plants and animals etc.)</p> <p>Magnets</p> <p>Static electricity activities such as rubbing balloons on heads.</p> <p>Weather chart (is it sunny, windy, raining etc.)</p>	<p>Observation</p> <p>Checklists</p> <p>Sample Works.</p>

PRESCHOOL CURRICULUM

Strand Topic: Cognition and General Knowledge: Science and Social Studies

Standard/Enduring Understanding: C. Social Studies: Self, Family and Community

1. Demonstrates knowledge about self and others

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
How do children show a basic awareness of themselves and others as growing individuals?	<p>Teacher directed questions</p> <p>Identifies self by using characteristics such as gender, ethnicity, religion, culture, and language in a positive way.</p> <p>Identifies family members and their functions (mother, father)</p> <p>Describes people in the community and how they are alike and different.</p>	<p>Identifies personal characteristics such as gender, ethnicity, religion, language and culture.</p> <p>Identifies family members and roles each has</p> <p>Shows understanding, similarities and differences of others such as gender, language, race, etc.</p> <p>Knowledge of own community and or cultural group.</p>	<p>Read Alouds</p> <p>ABC Mouse Games on Computer</p> <p>Reading Street Reading program</p> <p>Dramatic play</p> <p>Puppet area</p> <p>Arts and crafts</p> <p>Multi cultural puzzles</p> <p>Book corner</p> <p>Show and tell of family cultures and traditions</p> <p>Cultural dancing Food tasting Oral history</p>	<p>Book like all about me</p> <p>Community helpers, different cultures, etc.</p> <p>Computer/ smartboard</p> <p>Puppets</p> <p>Multicultural art supplies</p> <p>Cultural music</p> <p>Cultural foods</p> <p>Dress up clothes</p> <p>Folktales- legends</p>	<p>Observation</p> <p>Checklists</p> <p>Portfolios</p>

PRESCHOOL CURRICULUM

Strand Topic: Cognition and General Knowledge: Science and Social Studies

Standard/Enduring Understanding: C. Social Studies: Self, Family and Community

2. Shows basic understanding of people and how they live

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children show a basic understanding of others and how they live?</p>	<p>Shows basic understanding that each person has needs, wants, talents, abilities, likes and dislikes.</p>	<p>Can identify own needs and wants and that of others</p>	<p>Read alouds</p>	<p>Books/cds</p>	<p>Teacher observation</p> <p>Checklist</p> <p>Portfolios</p>
	<p>Shows respect for similarities and differences of others</p>	<p>Can label own likes and dislikes talents and abilities</p>	<p>Poems/stories</p>	<p>Smartboard</p>	
	<p>Basic understanding that each person is important and unique</p>	<p>Shows understanding that all people need others and that all people learn in different ways.</p>	<p>Cultural materials</p>	<p>Computer games</p>	
	<p>Understand that all people change over time</p>	<p>Shows understanding of differences in people in own community (clothes they wear, food they eat, languages they speak, etc.)</p>	<p>Class discussions on cultures in the classroom</p>	<p>Reading street</p> <p>Puppets</p>	
	<p>Students will demonstrate a knowledge of people and how they live</p>		<p>Book corner</p> <p>Puppet area</p> <p>Dramatic play area</p> <p>Reading street program</p>	<p>Dress up clothes</p>	

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Strand Topic: Cognition and General Knowledge: Science and Social Studies

Standard/Enduring Understanding: C. Social Studies: Self, Family and Community

3. Shows emergent understanding of family, school and community

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>What is a family and who is in a family?</p> <p>What is a school and what people are at a school?</p> <p>Why do we have community and who is in a community?</p>	<p>Teacher teaches about who is in a family (mom, dad, brother, sister, grandparents, aunts, uncles, etc.)</p> <p>Student describes who is in their family</p> <p>Teacher teaches about a school and who works within the school</p> <p>Student picks on person within the school building and can describe what they do</p> <p>Teacher teaches about a community and who is in a community (firefighter, nurse, teacher, etc.)</p> <p>Student can describe a person in the community and what they do.</p>	<p>Shows understanding of who makes up a family- can describe who is in their own family</p> <p>Shows understanding of who makes up a school. Knows principal, teacher, office staff, etc</p> <p>Shows understanding of what makes up a community (people who are involved) and can list people in their own community.</p>	<p>Dramatic Play</p> <p>Doll house with people in it</p> <p>Unit on family</p> <p>Unit on school</p> <p>Unit on community</p> <p>Family Tree- Pictures</p> <p>Read Alouds</p> <p>Reading Street</p> <p>Centers on family, school and community</p> <p>Puppets Play</p>	<p>Costumes- Dress up clothes</p> <p>Reading Street</p> <p>Pictures</p> <p>Reading street</p> <p>Doll house and dolls</p> <p>Puppets</p>	<p>Observation</p> <p>Checklists</p>

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Standard/Enduring Understanding: C. Social Studies: Self, Family and Community

4. Describes some peoples' job and what is required to perform them

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>What is a job?</p> <p>Why do people have jobs?</p>	<p>Teacher makes a list with the students of jobs that they know and next to each job list what people do at that job</p> <p>Students share with peers about a job they like and what you have to do at that job</p> <p>Students independently can list jobs and what is required to perform them.</p>	<p>Student shows understanding of a job that someone may have.</p> <p>Students can match jobs with what is required to perform it. (hose with fireman etc.)</p>	<p>Performing jobs in the classroom-line leader, paper passer, snack person, etc.</p> <p>Dress up center</p> <p>Play house center</p> <p>Weekly units on a job and what you need to perform it. (Dr., nurse, teacher, construction worker)</p> <p>Reading Street</p> <p>Puppet play</p>	<p>Job Chart</p> <p>Little People-dressed for different jobs</p> <p>Play House with small people inside</p> <p>Dress Up clothes</p> <p>Reading Street puppets</p>	<p>Observation</p> <p>Matching Game (job/required tool for job)</p>

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5. Demonstrates awareness of citizenship (e.g., contributes to a classroom community)

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>What is a citizen?</p> <p>What is the role of a good citizen?</p> <p>What is a community?</p>	<p>Use please and thank-you</p> <p>Play cooperatively and learn to share</p> <p>Develop self-help skills and self-confidence</p> <p>Help clean after an activity</p> <p>Show empathy and kindness</p>		<p>Greetings</p> <p>Classroom jobs</p> <p>Voting</p> <p>Circle Time</p> <p>Stories</p> <p>Songs</p> <p>Community theme games (career matching game, career cards)</p> <p>Sharing time</p> <p>Clean up routines</p> <p>Pretend Play</p> <p>Dollhouse</p>	<p>Reading Street</p> <p>Second Step</p> <p>Books</p> <p>CDs</p> <p>Dollhouse</p> <p>Puppets</p> <p>Dress up clothes</p>	<p>Observation</p> <p>Checklist</p>

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Strand Topic: Cognition and General Knowledge: Science and Social Studies

Standard/Enduring Understanding: D. Social Studies: Geography, History, Events

1. Describes the location of things in the environment

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>What is an environment?</p> <p>How do we describe the location of something?</p>	<p>Teacher modeled</p> <p>Teacher provides students with list of describing words</p> <p>Teacher and student describe location of things</p> <p>Teacher uses “wh” questions</p> <p>Independent</p>	<p>Positional Wording</p> <p>Vocabulary for things in the environment</p> <p>Answers “Wh” questions</p>	<p>Stories</p> <p>Songs</p> <p>Puzzles</p> <p>Snack Time</p> <p>Free Play</p> <p>Doll House</p> <p>Pretend Play</p> <p>Felt Board Songs</p> <p>Nature walks</p> <p>Following Directions Games</p> <p>Circle time</p> <p>“Where is it?” questions/game</p>	<p>Reading Street</p> <p>Basic Maps</p> <p>Puzzles</p> <p>Dollhouse</p> <p>Dress up</p> <p>Cars and trains</p>	<p>Observation</p> <p>Checklist</p>

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Strand Topic: Cognition and General Knowledge: Science and Social Studies

Standard/Enduring Understanding: D. Social Studies: Geography, History, Events

2. Understand that people can take care of the environment through activities

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn about the environment?</p> <p>How do we help children take care of the environment?</p> <p>How can children take care of their environments?</p>	<p>Teacher modeling</p> <p>Teacher think alouds</p> <p>Teacher directed</p> <p>Independent work</p>	<p>Sorting</p> <p>Basic vocabulary sense</p> <p>Prior knowledge of materials</p> <p>Fine motor skills for digging and planting</p>	<p>Sensory table with various materials</p> <p>Recycling tasks</p> <p>Planting flowers</p> <p>Categorizing</p> <p>Free play</p> <p>Snack time and clean up</p>	<p>Sensory table</p> <p>Toy dump trucks</p> <p>Recycling bins</p> <p>Sorting activities- pictures of good for the environment/ not good for the environment</p> <p>Flower pots, dirt and flowers</p> <p>Books about the environment</p>	<p>Observation</p>

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Strand Topic: Cognition and General Knowledge: Science and Social Studies

Standard/Enduring Understanding: D. Social Studies: Geography, History, Events

3. Explores past and present change related to familiar people or places

Essential Questions	Sequence and Pacing	Skills	Learning Experiences	Resources & Materials	Possible Assessments
<p>How do children learn about the changes that take place in their environment?</p> <p>How do we help children accept changes within their environment?</p>	<p>Teacher discussion of past and present</p> <p>Teacher think alouds</p> <p>Teacher helping with projects of past and present</p> <p>Independent work</p>	<p>Sorting</p> <p>Basic vocabulary sense</p> <p>Prior knowledge of materials</p> <p>Sequencing skills</p> <p>Understanding of days/months/ years</p>	<p>Calendar</p> <p>Personal timelines</p> <p>All about me books</p> <p>Categorizing activities</p> <p>Free play- dress up “When I grow up”</p> <p>Snack time and clean up</p> <p>Birthday parties</p> <p>Holiday themes- then and now</p>	<p>Calendar</p> <p>Paper and markers</p> <p>Baby items</p> <p>Seasonal photos</p> <p>Camera</p> <p>Puppets and puppet stage</p> <p>Dress up clothes</p> <p>Baby pictures</p> <p>Historical pictures of town</p> <p>Days of the week and months of the year song</p>	<p>Observation</p>