

Curriculum Map Language Arts (Kindergarten)

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	Print and Book Awareness Phonemic Awareness and Phonics Vocabulary Comprehension Fluency Writing Spelling Listening and Speaking	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. Identify parts of a book Recognize that words are made up of letters Recognize top, middle, and bottom Generate questions Make and confirm predictions Associate Cc with /k/ Identify rhyming words Discuss foods, kitchen tools, and recipes Speak as a story character Handwriting: Form Cc Expressive writing: Dictate a list, labels, and captions Encode Cc for initial /k/ Listen for details and follow oral directions	<u>Superkid</u> Readiness Test Informal Observation Daily Work
O C T O B E R	Print and Book Awareness Phonemic Awareness and Phonics Vocabulary Comprehension Fluency Writing Spelling Listening and Speaking	Identify capital and lowercase Oo Associate Oo with /o/ and Cc with /k/ Distinguish between reality and fantasy Generate questions to make predictions, Draw conclusions while reading and listening to stories Handwriting: Form Oo and Cc Expressive writing: Dictate facts and sentences about an animal and to continue a story Encode Oo for /o/ and Cc for /k/ Identify initial and final /g/ Associate Gg with /g/ Identify rhyming words Generate questions to determine important ideas Recognize plot Speak with appropriate stress Form Gg Expressive writing: Dictate sentences and complete tongue twisters Discuss using polite language	<u>Superkids</u> Progress Test Informal Observation Daily Work NWEA Testing
N O V E M B E R	Print and Book Awareness Phonemic Awareness and Phonics Vocabulary Comprehension Fluency Writing Spelling Listening and Speaking	Match capital and lowercase letters Associate Aa with /a/ Distinguish between medial a/a/ and o/o/ Recognize text structure Understand descriptive language Form Aa Expressive writing: Dictate story endings and sentences Encode Aa for /a/, Cc for /k/, Gg for /g Discuss respecting nature	Informal Observation Daily Work

		<p>Recognize that the same word is always spelled with the same letters</p> <p>Identify initial and final /d/</p> <p>Associate Dd and final dd</p> <p>Sequence events Visualize Determine cause and effect with /d/ Blend sounds to decode words</p> <p>Speak as a story character</p> <p>Form Dd</p> <p>Contribute to a class story and dictate labels</p> <p>Encode Dd for /d/ and encode words</p>	
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Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	<p>Print and Book Awareness</p> <p>Phonemic Awareness and Phonics</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p> <p>Writing</p> <p>Spelling</p> <p>Listening and Speaking</p>	<p>Track print and illustrations</p> <p>Identify initial and final /s/ Associate Ss with /s/</p> <p>Blend sounds to decode words</p> <p>Discuss sports, seasons, and weather</p> <p>Draw conclusions, Recognize plot: Problem and solution</p> <p>Identify genre</p> <p>Generate questions to determine important ideas</p> <p>Identify main idea and details</p> <p>Speak at an appropriate rate</p> <p>Handwriting: Form Ss</p> <p>Dictate words and sentences</p> <p>Encode Ss for /s/ and encode words</p> <p>Identify vowels and consonants</p> <p>Dictate a letter</p>	<p><u>Superkids Progress Test</u></p> <p>Informal Observation</p> <p>Daily Work</p>
J A N U A R Y	<p>Print and Book Awareness</p> <p>Phonemic Awareness and Phonics</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p> <p>Writing</p> <p>Spelling</p> <p>Listening and Speaking</p>	<p>Identify and compare L and l</p> <p>Identify initial and final /l/ Associate Ll and ll with /l/; dd with /d/; ss with /s/ Blend sounds to decode words</p> <p>Recognize text structure</p> <p>Recognize rhyme and rhythm</p> <p>Determine important ideas</p> <p>Recite lines of a poem rhythmically</p> <p>Form Ll</p> <p>Dictate words for a poem</p> <p>Encode Ll for /l/ and encode words</p> <p>Track print from left to right</p> <p>Identify initial and medial /i/ Associate Ii with /i/</p> <p>Blend sounds to decode words</p> <p>Identify rebuses and read Memory Word a</p> <p>Sequence events Draw conclusions and understand characters</p>	<p>Informal Observation</p> <p>Daily Work</p>

		Generate questions to make predictions Form Ii Dictate captions, descriptions, and an invitation Encode Ii for /i/ and encode letters for other sounds	
F E B R U A R Y	Print and Book Awareness Phonemic Awareness and Phonics Vocabulary Comprehension Fluency Writing Spelling Listening and Speaking	Visually discriminate between words Associate Tt with /t/ Blend sounds to decode words Monitor comprehension and use fix-up tip Recognize patterns in text Determine important ideas Observe punctuation Speak with appropriate stress Form Tt Dictate sentences, a story, and titles Encode Tt for /t/ and encode words	<u>Superkids</u> Progress Test Informal Observation Daily Work

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	Print and Book Awareness Phonemic Awareness and Phonics Vocabulary Comprehension Fluency Writing Spelling Listening and Speaking	Distinguish between types of sentences Understand use of speech balloons Associate F, f, and ff with /f/ Blend sounds to decode words Read the Memory Word I Use prior knowledge Compare and contrast Summarize Recall details Handwriting: Form Ff Dictate story endings, dialogue, and questions Encode Ff for /f/ and encode words	Informal Observation Daily Work
A P R I L	Print and Book Awareness Phonemic Awareness and Phonics Vocabulary Comprehension Fluency Writing Spelling Listening and Speaking	Identify capital and lowercase Ee Visually discriminate between words Identify initial and medial /e/ Associate Ee with /e/ Blend sounds to decode words Discuss puzzles and riddles Distinguish between reality and fantasy Speak with appropriate pitch and volume Form Ee Encode Ee for /e/ and encode words Identify capital and lowercase Hh	Informal Observation Daily Work NWEA Testing

		<p>Visually discriminate between sentences</p> <p>Associate Hh with /h/</p> <p>Identify rhyming words</p> <p>Blend sounds to decode words</p> <p>Read Memory Word the</p> <p>Form Hh</p> <p>Dictate a list, stories, and captions</p> <p>Encode letters for sounds and encode words</p> <p>Recognize exclamation marks</p> <p>Describe setting</p>	
<p>M</p> <p>A</p> <p>Y</p>	<p>Print and Book Awareness</p> <p>Phonemic Awareness and Phonics</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Fluency</p> <p>Writing</p> <p>Spelling</p> <p>Listening and Speaking</p>	<p>Form plurals with -s ending</p> <p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>Understand that words are separated by spaces in print</p> <p>Associate pictures with text</p>	<p><u>Superkids</u> Progress Test</p> <p>Informal Observation</p> <p>Daily Work</p>

K Math Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<p>Number and Operation-Understand the relationship between quantities and whole numbers</p> <p>Algebra-Recognize, create, and complete, and extend patterns</p> <p>Geometry and Measurement-Recognize and sort basic two-dimensional shapes</p> <p>Compare and order objects according to location and measurable attributes</p>	<p>-Explore math manipulatives</p> <p>-Count to 5 with 1 to 1 correspondence</p> <p>-Days of the week, Months of the year</p> <p>-Reading graphs to show more and less</p> <p>-Identify, create, and extend AB Color Patterns</p> <p>-Use positional words and phrases to describe the position of objects</p> <p>-Count to 10 with 1 to 1 correspondence</p> <p>-Sort objects by color</p> <p>-Create and cover designs using pattern blocks</p> <p>-Use manipulatives to solve addition and subtraction problems with 2 numbers less than 5</p> <p>-Identify, describe, and compare circles and rectangles</p>	<p>-Morning Meeting/calendar participation</p> <p>-Lesson Practice pages</p> <p>-Performance Task worksheets</p> <p>-Whole group discussion</p> <p>-Observation and questioning during problem solving and game playing</p> <p>-Math number notebook</p> <p>-Written assessments</p> <p>-End of section oral assessment</p>
O C T O B E R	<p>Number and Operation-Understand the relationship between quantities and whole numbers</p> <p>Algebra-Recognize, create, and complete, and extend patterns</p> <p>Geometry and Measurement-Recognize and sort basic two-dimensional shapes</p> <p>Compare and order objects according to location and measurable attributes</p>	<p>-Identify and order the numbers 1-5</p> <p>-Identify a missing number</p> <p>-Use numerals to describe sets of objects</p> <p>-Use graphs to compare numbers</p> <p>-Name and sort shape pieces using attributes (shape, color, size, and thickness)</p> <p>-Ordinal Positions-recognize that a number can represent the position of an object in a sequence</p> <p>-Sequence daily events</p>	<p>-Morning Meeting/calendar participation</p> <p>-Lesson Practice pages</p> <p>-Performance Task worksheets</p> <p>-Whole group discussion</p> <p>-Observation and questioning during problem solving and game playing</p> <p>-Math number notebook</p> <p>-Written assessments</p> <p>-End of section oral assessment</p>
N O V E M B E R	<p>Number and Operation-Understand the relationship between quantities and whole numbers</p> <p>Algebra-Recognize, create, complete, and extend patterns</p> <p>Geometry and Measurement-Recognize and sort basic two-dimensional shapes</p> <p>Compare and order objects according to location and measurable attributes</p>	<p>-Identify, describe, and compare triangles and squares</p> <p>-Identify, create, and extend AB sound and movement patterns</p> <p>-Order numbers 0-10</p> <p>-Counting strategies-forward and backward to 10</p> <p>-Identify pennies-story problems with pennies</p> <p>-Identify and show time to the hour</p> <p>-Numerals on number lines</p> <p>-Cent Symbol-write money amounts to 10 cents</p> <p>-Identify objects that do not belong in a group</p> <p>-Count, recognize, represent, name, and order objects (to 20)</p>	<p>-Morning Meeting/calendar participation</p> <p>-Lesson Practice pages</p> <p>-Performance Task worksheets</p> <p>-Whole group discussion</p> <p>-Observation and questioning during problem solving and game playing</p> <p>-Math number notebook</p> <p>-Written assessments</p> <p>-End of section oral assessment</p>

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	<p>Number and Operation-Understand the relationship between quantities and whole numbers</p> <p>Algebra-Recognize, create, complete, and extend patterns</p> <p>Geometry and Measurement-Recognize and sort basic two-dimensional shapes</p> <p>Compare and order objects according to location and measurable attributes</p>	<p>-Pay for items using pennies</p> <p>-Identify, create, complete, and extend ABB pattern with shapes, color, size, number, sounds and movements</p> <p>-Compare objects by weight</p> <p>-Create a color/shape matrix</p> <p>-Make lines, shapes, and designs on a geoboard</p> <p>-Find numbers that add to 10</p>	<p>-Morning Meeting/calendar participation</p> <p>-Lesson Practice pages</p> <p>-Performance Task worksheets</p> <p>-Whole group discussion</p> <p>-Observation and questioning during problem solving and game playing</p> <p>-Math number notebook</p> <p>-Written assessments</p> <p>-End of section oral assessment</p>
J A N U A R Y	<p>Number and Operation-Understand the relationship between quantities and whole numbers</p> <p>Algebra-Recognize, create, complete, and extend patterns</p> <p>Geometry and Measurement-Recognize and sort basic two-dimensional shapes</p> <p>Compare and order objects according to location and measurable attributes</p>	<p>-Recognize three-dimensional shapes</p> <p>-Find basic shapes in objects in the real-world</p> <p>-Use models to show numbers</p> <p>-Estimate collections</p> <p>-Count by 10's</p> <p>-Identify dimes and the value</p> <p>-Count dimes to a dollar</p> <p>-Trade 10 pennies for a dime</p> <p>-Sharing (dividing) items into equal parts</p>	<p>-Morning Meeting/calendar participation</p> <p>-Lesson Practice pages</p> <p>-Performance Task worksheets</p> <p>-Whole group discussion</p> <p>-Observation and questioning during problem solving and game playing</p> <p>-Math number notebook</p> <p>-Written assessments</p> <p>-End of section oral assessment</p>
F E B R U A R Y	<p>Number and Operation-Understand the relationship between quantities and whole numbers</p> <p>Algebra-Recognize, create, complete, and extend patterns</p> <p>Geometry and Measurement-Recognize and sort basic two-dimensional shapes</p> <p>Compare and order objects according to location and measurable attributes</p>	<p>-Compare sets of numbers</p> <p>-Order objects by weight</p> <p>-Combine sets by counting on</p> <p>-Identify and write numbers to 20</p> <p>-Count forward beginning from a given number</p> <p>-Capacity using cups</p> <p>-Identify full, half-full, and empty containers</p> <p>-Identify a quart container</p> <p>-Use objects to represent numbers to 20</p>	<p>-Morning Meeting/calendar participation</p> <p>-Lesson Practice pages</p> <p>-Performance Task worksheets</p> <p>-Whole group discussion</p> <p>-Observation and questioning during problem solving and game playing</p> <p>-Math number notebook</p> <p>-Written assessments</p> <p>-End of section oral assessment</p>

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	<p>Number and Operation-Understand the relationship between quantities and whole numbers</p> <p>Algebra-Recognize, create, complete, and extend patterns</p> <p>Geometry and Measurement-Recognize and sort basic two-dimensional shapes</p> <p>Compare and order objects according to location and measurable attributes</p>	<p>-Pay for items to \$1.00 using dimes</p> <p>-Identify the seasons of the year</p> <p>-Compare temperature during different seasons</p> <p>-Use words to compare objects according to length, size, weight and position</p> <p>-Identify, create, complete, and extend ABC patterns with shapes, color, size, number, sounds and movements</p> <p>-Use manipulatives to find the sum and differences of numbers between 0-10</p> <p>-Identify nickels</p> <p>-Trade 5 pennies for a nickel</p> <p>-Count by fives</p> <p>-Pay for items using nickels</p> <p>-Compare numbers 0-10</p> <p>-Identify hot and cold objects</p> <p>-Find a number that is one more or one less than a given number</p>	<p>-Morning Meeting/calendar participation</p> <p>-Lesson Practice pages</p> <p>-Performance Task worksheets</p> <p>-Whole group discussion</p> <p>-Observation and questioning during problem solving and game playing</p> <p>-Math number notebook</p> <p>-Written assessments</p> <p>-End of section oral assessment</p>
A P R I L	<p>Number and Operation-Understand the relationship between quantities and whole numbers</p> <p>Algebra-Recognize, create, complete, and extend patterns</p> <p>Geometry and Measurement-Recognize and sort basic two-dimensional shapes</p> <p>Compare and order objects according to location and measurable attributes</p>	<p>-Use shapes to make ABBC patterns and designs</p> <p>-Compare numbers from 0-20</p> <p>-Identify right and left</p> <p>-Explore tangrams</p> <p>-Measure length</p> <p>-Use pictures to record results on a graph</p> <p>-Identify the relationship between larger and smaller numbers</p>	<p>-Morning Meeting/calendar participation</p> <p>-Lesson Practice pages</p> <p>-Performance Task worksheets</p> <p>-Whole group discussion</p> <p>-Observation and questioning during problem solving and game playing</p> <p>-Math number notebook</p> <p>-Written assessments</p> <p>-End of section oral assessment</p>
M A Y	<p>Number and Operation-Understand the relationship between quantities and whole numbers up to 31</p> <p>Algebra-Recognize, create, complete, and extend patterns</p> <p>Geometry and Measurement-Recognize and sort basic two-dimensional shapes</p> <p>Compare and order objects according to location and measurable attributes</p>	<p>-Read, write, and represent numbers from 0-31</p> <p>Identify and describe spheres</p> <p>-Identify shapes as 2- or 3-dimensional</p> <p>-Identify a quarter and dollar</p> <p>-Use pennies, nickels, dimes, and quarters to pay for items</p> <p>-Find half and doubles</p> <p>-Find equivalent sets</p> <p>-Count by 2's</p> <p>-Identify even and odd numbers up to 10</p> <p>-Identify and make symmetrical designs</p> <p>-Measure length using inches</p> <p>-Identify halves and fourths</p>	<p>-Morning Meeting/calendar participation</p> <p>-Lesson Practice pages</p> <p>-Performance Task worksheets</p> <p>-Whole group discussion</p> <p>-Observation and questioning during problem solving and game playing</p> <p>-Math number notebook</p> <p>-Written assessments</p> <p>-End of section oral assessment</p>

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Curriculum Map Kindergarten Religion

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	Prayers and Celebration Catholic Social Teachings	Participate in liturgy through song, gestures, responses and listening. Identify prayers as listening and talking to God. Introduce The “Hail Mary”. Show respect for others and self. (The Great Commandment/Golden Rule) Understand that we can share God’s love by being friends and treating others fairly. Story of Creation	Observation during Mass, Classroom Prayer Times, and Adoration Large Group Discussions
O C T O B E R	Prayers and Celebration Catholic Social Teachings	Begin praying the Rosary. Participate in liturgy through song, gestures, responses and listening. Understanding Jesus is present through the Eucharist. Showing Gratitude for God’s gifts. <ul style="list-style-type: none"> • Harvest • Nature/Animals St. Francis of Assisi was a loyal and faithful follower of God.	Observation during Mass, Classroom Prayer Times, and Adoration Prayer Journals Large Group Discussions
N O V E	Prayers and Celebration Catholic Social Teachings	Participate in liturgy through song, gestures, responses and listening. Showing Gratitude for God’s Gifts.	Observation during Mass, Classroom Prayer Times, and Adoration Prayer Journals

M B E R		<ul style="list-style-type: none"> • Food • Family 	Large Group Discussions
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Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	Prayers and Celebration Catholic Social Teachings	Participate in liturgy through song, gestures, responses and listening. Understanding Advent and Christmas. Understanding Jesus was born man. Know that Jesus, Mary and Joseph are members of the Holy Family. St. Nicholas was loyal and faithful follower of God.	Observation during Mass, Classroom Prayer Times, and Adoration Prayer Journals Large Group Discussions
J A N U A R Y	Prayers and Celebration Catholic Social Teachings	Identify the Bible as the Word of God, most sacred of all books, and explain that it contains stories about God and Jesus. Learn about Jesus' Miracles Showing Gratitude for God's Gifts. <ul style="list-style-type: none"> • Catholic Schools • Friendship • Vocations 	Observation during Mass, Classroom Prayer Times, and Adoration Prayer Journals Large Group Discussions
F E B R U A	Prayers and Celebration Catholic Social Teachings	Understand Lent. Know that God loves us even when our choices are not good. Introduction to the Stations Of The Cross.	Observation during Mass, Classroom Prayer Times, and Adoration Prayer Journals Large Group Discussions

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Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	Catholic Social Teachings Prayers and Celebration	Read and understand the purpose for Parables in the Bible. Learn “The Lord’s Prayer” and the origin. Understand Easter.	Observation during Mass, Classroom Prayer Times, and Adoration Prayer Journals Large Group Discussions
A P R I L	Catholic Social Teachings Prayers and Celebration	Showing Gratitude for God’s Gifts. <ul style="list-style-type: none"> • New Life • The Earth 	Observation during Mass, Classroom Prayer Times, and Adoration Prayer Journals Large Group Discussions
M A Y	Catholic Social Teachings Prayers and Celebration	Showing Gratitude for God’s Gifts. <ul style="list-style-type: none"> • Neighbors • Community May is the Month of Mary.	Observation during Mass, Classroom Prayer Times, and Adoration Prayer Journals Large Group Discussions

Curriculum Map Kindergarten Science

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<p>The Nature of Science and Engineering</p> <p>Physical Science</p> <p>Earth Science</p> <p>Life Science</p>	<p>Understand the difference between living and non-living.</p> <p>Study the life cycle of an apple tree.</p> <ul style="list-style-type: none"> • How it grows • How it changes during different seasons. <p>Begin to observe and graph weather daily during morning calendar.</p> <p>What do scientists do?</p>	<p>Informal Observation</p> <p>Class Discussions</p> <p>Daily Work</p>
O C T O B E R	<p>The Nature of Science and Engineering</p> <p>Physical Science</p> <p>Earth Science</p> <p>Life Science</p>	<p>Study the life cycle of a pumpkin.</p> <ul style="list-style-type: none"> • How it grows • How it changes • Observe characteristics of pumpkin (size, color, shape, sink/float) <p>Observe characteristics of Fall.</p>	<p>Informal Observation</p> <p>Class Discussions</p> <p>Daily Work</p>
N O V E M B E R	<p>The Nature of Science and Engineering</p> <p>Physical Science</p> <p>Earth Science</p> <p>Life Science</p>	<p>Recognize how plants, animals, and people prepare for cold weather.</p> <p>Understand the reason for seasons.</p> <p>Make models of the earth and sun and demonstrate change in daylight and heat.</p>	<p>Informal Observation</p> <p>Class Discussions</p> <p>Daily Work</p>

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	The Nature of Science and Engineering Physical Science Earth Science Life Science	Design a “Christmas Tree” that can stand and support decorations using specific materials and instructions.	Informal Observation Class Discussions Daily Work
J A N U A R Y	The Nature of Science and Engineering Physical Science Earth Science Life Science	Study water and how it changes during cold, winter months. Read “All the Colors We Are” a book about where we get our skin color.	Informal Observation Class Discussions Daily Work
F E B R U A R Y	The Nature of Science and Engineering Physical Science Earth Science Life Science	Study of Earth <ul style="list-style-type: none"> • Land • Water • Landmass Dental Health Unit	Informal Observation Class Discussions Daily Work

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	<p>The Nature of Science and Engineering</p> <p>Physical Science</p> <p>Earth Science</p> <p>Life Science</p>	<p>Design “Leprechaun Traps” using specific materials and instructions.</p> <p>Study animals that hatch from eggs.</p> <p>Life cycle of a frog.</p> <p>Design a ramp to roll eggs using specific materials and instructions.</p>	<p>Informal Observation</p> <p>Class Discussions</p> <p>Daily Work</p>
A P R I L	<p>The Nature of Science and Engineering</p> <p>Physical Science</p> <p>Earth Science</p> <p>Life Science</p>	<p>Sort and observe seeds using 5 senses.</p> <p>Study the life cycle of plants.</p> <ul style="list-style-type: none"> • Parts • Needs • Relationship with other living things. <p>Study of worms and how they help plants grow.</p>	<p>Informal Observation</p> <p>Class Discussions</p> <p>Daily Work</p>
M A Y	<p>The Nature of Science and Engineering</p> <p>Physical Science</p> <p>Earth Science</p> <p>Life Science</p>	<p>Caring for the Earth. Explore natural resources and what can keep them safe and healthy.</p>	<p>Informal Observation</p> <p>Class Discussions</p> <p>Daily Work</p>

Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
S E P T E M B E R	<p>What are civic skills?</p> <p>What are your civic duties at home? School? At friends?</p> <p>What is respect? What does it look like and sound like?</p> <p>What is a rule? What is a law? What is the difference?</p>	<p>Children will learn civil duties, taking turns, sharing, cooperating, fairness, self-control etc.</p> <p>Children will brainstorm what a good classmate is.</p> <p>Children will express what makes them a good citizen</p> <p>Children will demonstrate respect</p> <p>Children will be given ways to stand up for themselves and for others</p> <p>Children will be able to identify rules at our school and in our community.</p> <p>Children will know why we have rules and laws</p>	<p>Brainstorming charts</p> <p>Role playing</p> <p>Group games</p> <p>Projects</p> <p>Questions from picture books and discussion</p> <p>Oral and written assessment</p>
O C T O B E R	<p>What are the symbols, songs and traditions that define USA</p> <p>Why do we have rules and laws?</p> <p>Symbols, songs and traditions that identify Minnesota and USA</p> <p>What is your role as a citizen?</p> <p>What is a citizen?</p>	<p>Children will learn what a citizen is</p> <p>Children will learn symbols of USA, Bald Eagle, flag, white house, MN flag</p> <p>Children will be able to tell the difference between rules and laws.</p> <p>Children will know what a symbol is and what symbols represent MN and USA</p> <p>Children will know what a tradition is and what traditions represent MN and USA</p>	<p>Projects</p> <p>Questions from picture books and discussion</p> <p>Group games</p> <p>Brainstorming</p> <p>Role playing</p> <p>Oral and written assessment</p>
N O V E M B E R	<p>What is a service?</p> <p>What is a good?</p> <p>What is a consumer?</p> <p>What is a producer?</p>	<p>Children will be able to share what a good and service are.</p> <p>Children will be able to distinguish between a good and a service</p> <p>Children will know the difference between a need and a want</p> <p>Children will be able to state what they need and what they want</p>	<p>Projects</p> <p>Questions from picture books and discussion</p> <p>Group games</p> <p>Brainstorming</p> <p>Role playing</p> <p>Oral and written assessment</p>

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Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
D E C E M B E R	What is a want? What is a need? What are things that we want or need? How do our needs and wants change our feelings and our behavior? How are needs satisfied? How are wants satisfied?	Children will know the difference between an need and a want Children will be able to state what the need and what they want Children will be able to see that too many wants can change their behavior Children will be able to state how their needs or wants are satisfied.	Projects Questions from picture books and discussion Group games Brainstorming Role playing Oral and written assessment
J A N U A R Y	What is a map? A globe? Spatial words regarding maps and globes- left, right, near, far, back, in front of Where do we live? Where it is located on a map Directions on a map-North, South, East, West Parts of the world we live in-Earth, North American, Minnesota, Maplewood, Kennard Street, Presentation	Children will know what a map is and what information they can get from it Children will know what a globe is and what information they can get from it Children will depict simple map drawings Children will be able to use spatial words when describing places on a map, left, right, near, far, back, in front of Children will know they are part of a planet, continent, county, state, town, street, school and they all can be found on a map or globe	Projects Questions from picture books and discussion Group games Brainstorming Role playing Oral and written assessment
F E B R U A R Y	What is climate? What is MN climate? And other places around the world? What is topography? What are the physical features of MN on a map and around the world What is vegetation? What is MN vegetation? What is population? Of MN and other parts of the world?	Children will state what a climate is and what our climate in MN is and the climate in other parts of the world Children will state the physical features of MN and in other parts of the world Children will state what vegetation is and what our vegetation in MN is Children will state what population is and how it is the same and different in different parts of the world.	Projects Questions from picture books and discussion Group games Brainstorming Role playing Oral and written assessment

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Curriculum Map

	CONCEPT	SKILLS	ASSESSMENT
M A R C H	<p>What are Landforms? What are some well-known ones</p> <p>What are ecosystems? What are some we know?</p> <p>What are bodies of water? What are some well-known ones?</p>	<p>Children will state what a landform is and name some well-known ones</p> <p>Children will state what and ecosystem is and name some</p> <p>Children will state some bodies of water and name some well-known ones</p>	<p>Projects</p> <p>Questions from picture books and discussion</p> <p>Group games</p> <p>Brainstorming</p> <p>Role playing</p> <p>Oral and written assessment</p>
A P R I L	<p>What is history?</p> <p>What are things that have happened in our world in the past? Present? What do you think may happen in the future?</p> <p>Famous events in history past and present</p> <p>Famous people in history past and present</p> <p>What is a current event?</p>	<p>Children will know what past, present and future is and give examples of</p> <p>Children will know yesterday, today, tomorrow, long ago, before, after, morning, afternoon, night, days, weeks, months and years</p> <p>Children will know why things happened in the past and give some examples</p> <p>Children will be able to give examples of history and people that happened in the past and present</p>	<p>Projects</p> <p>Questions from picture books and discussion</p> <p>Group games</p> <p>Brainstorming</p> <p>Role playing</p> <p>Oral and written assessment</p>
M A Y	<p>What is a tradition?</p> <p>How does your family celebrate holidays?</p> <p>What are your family's traditions?</p> <p>How are traditions the same or different in each family?</p>	<p>Children will know what a tradition is</p> <p>Children will express how they celebrate holidays and traditions</p> <p>Children will know that some traditions and holidays look different and can have similarities in all families and cultures and in different places in the world</p>	<p>Projects</p> <p>Questions from picture books and discussion</p> <p>Group games</p> <p>Brainstorming</p> <p>Role playing</p> <p>Oral and written assessment</p>

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