

Unit/Topic Title: **The World Around Me**

Trimester: **1<sup>st</sup>**

Estimated Time (When): **October (4 weeks) 20 days**

<p><b>Standard(s)</b></p> <ol style="list-style-type: none"> <li>1. Physical Science</li> <li>2. Life Science</li> </ol>	
<p><b>Prepared Graduates:</b></p> <ul style="list-style-type: none"> <li>➤ Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions</li> <li>➤ Analyze the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection</li> <li>➤ Explain and illustrate with examples how living systems interact with the biotic and abiotic environment</li> </ul>	
<p><b>Grade Level Expectation: Preschool</b></p>	
<p><b>Concepts and skills students master:</b></p> <ul style="list-style-type: none"> <li>• Objects have properties and characteristics (1.1)</li> </ul>	
<p><b>Evidence Outcomes</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>• Use senses to gather information about objects (1.1.a.)</li> <li>• Make simple observations, predictions, explanations, and generalizations based on real-life experiences) (1.1.b.)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>• How are various objects similar and different?</li> <li>• What do living things need to survive?</li> <li>• How do different living things change over time?</li> <li>• What are some similarities and differences in how living things develop?</li> <li>• How do the adults of various animals compare to younger versions of those same animals?</li> </ul>
<p><b>Introductory concepts/outcomes:</b></p> <ul style="list-style-type: none"> <li>• Using the five senses to observe, predict, explain, generalize, and notice patterns within the natural processes of living things, their basic needs and the environment. Inquires and asks questions about observations of living things.</li> </ul>	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>• Use scientific tools such as magnets, magnifying glasses, scales, and rulers in investigations and play.</li> <li>• Mittens and hats keep people warm when the weather is cold.</li> <li>• Gills on a fish allow them to "breathe" under water</li> <li>• Butterflies have a predictable growth cycle.</li> <li>• Leaves on a tree change color and fall every year.</li> </ul>

	<p><b>Nature of Science:</b></p> <ul style="list-style-type: none"> <li>• Be open to and curious about new tasks and challenges.</li> <li>• Explore and experiment.</li> <li>• Show capacity for invention and imagination.</li> <li>• Ask questions based on discoveries made while playing.</li> <li>• Show a capacity for invention and imagination when looking for patterns of development.</li> </ul>
<p><b>Essential Vocabulary</b></p>	
<p>➤ <b>Introductory:</b> Needs, senses (hear, see, touch, taste, feel), observe, guess/hypothesize, question, predict, estimate, living/nonliving</p>	
<p><b>Assessments</b></p>	
<p>➤ Teaching Strategies GOLD™</p> <ul style="list-style-type: none"> <li>• 24. Uses scientific inquiry skills</li> <li>• 12. Remembers and connects experiences</li> <li>• 12b. Makes connections <ul style="list-style-type: none"> <li>○ 6. Draws on everyday experiences and applies this knowledge to a similar situation</li> </ul> </li> </ul>	
<p><b>Instructional Resources</b></p>	
<p>➤ The Creative Curriculum System - <u>Objectives for Development and Learning: Birth Through Kindergarten</u>, pages 126-131.</p> <p>➤ Science To-Go Kits: Classy Colors, Colorama, Seeing Red and Other Colors, Tempting Tidbits, Shapes, Shapes and More Shapes</p>	