

Unit/Topic Title: **Describing My World**

Trimester: **1<sup>st</sup>/2<sup>nd</sup>**

Estimated Time (When): **November/December (6 Weeks) 30 days**

<b>Standard(s)</b>	
<ol style="list-style-type: none"> <li>1. Physical Science</li> <li>2. Life Science</li> </ol>	
<b>Prepared Graduates:</b>	
<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>➤ Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions</li> <li>➤ Explain and illustrate with examples how living systems interact with the biotic and abiotic environment</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> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
<ul style="list-style-type: none"> <li>• Objects have properties and characteristics (1.1)</li> <li>• There are cause-and-effect relationships in everyday experiences (1.2)</li> <li>• Living things develop in predictable patterns (2.2)</li> </ul>	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b>	<b>Inquiry Questions:</b>
<ul style="list-style-type: none"> <li>• Collect, describe, and record information through discussion, drawings, and charts (1.1.c)</li> <li>• Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects (1.2.a)</li> <li>• Identify the common needs such as food, air and water, of familiar living</li> </ul>	<ul style="list-style-type: none"> <li>• How are various objects similar and different?</li> <li>• How do various objects react differently to the same cause?</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>
	<b>Relevance and Application:</b>
	<ul style="list-style-type: none"> <li>• Use scientific tools such as magnets, magnifying glasses, scales, and rulers in investigations and play.</li> </ul>

<p>things (2.2.a)</p> <p><b>Introductory concepts/outcomes:</b></p> <ul style="list-style-type: none"> <li>• Data collection of living things over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Mittens and hats keep people warm when the weather is cold.</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>• Reflect on and interpret cause-and-effect relationships.</li> <li>• Show a capacity for invention and imagination when looking for patterns of development.</li> </ul>
<p><b>Essential Vocabulary</b></p>	
<ul style="list-style-type: none"> <li>➤ <b>Introductory:</b> If...then, investigate, collect, guess/predict, record, chart/graph, compare, similar/different, living/nonliving and needs</li> <li>➤ <b>Mastery:</b> observe/notice, information/data, senses (see, hear, feel, taste, smell)</li> </ul>	
<p><b>Assessments</b></p>	
<ul style="list-style-type: none"> <li>➤ Teaching Strategies GOLD™           <ul style="list-style-type: none"> <li>• 14. Uses symbols and images to represent something not present               <ul style="list-style-type: none"> <li>14a. Thinks symbolically                   <ul style="list-style-type: none"> <li>○ 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</li> </ul> </li> </ul> </li> <li>• 26. Demonstrates knowledge of the physical properties of objects and materials</li> <li>• 25. Demonstrates knowledge of the characteristics of living things</li> </ul> </li> </ul>	
<p><b>Instructional Resources</b></p>	
<ul style="list-style-type: none"> <li>➤ The Creative Curriculum System - <u>Objectives for Development and Learning: Birth Through Kindergarten</u>, pages 126-131.</li> <li>➤ Science To-Go Kits: Shapes, Shapes and More Shapes, Classy Colors, Colorama, Tempting Tidbits, and Seeing Red and Other Colors</li> </ul>	