

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

Trimester: **1st/2nd**

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

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

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