

**KINDERGARTEN CURRICULUM GRID 2012-2013**

| <u>Unit of Inquiry</u>                               | <u>Language Arts</u>   | <u>Math</u>  | <u>Science/Health</u>   | <u>Social Studies</u>  |
|--|--|--|---|--|
| <b>1. Special Me</b>                                 | Intro to print; letters, retelling stories, ask and answer questions, recall and summarize details, make predictions, concepts of print; use appropriate voice level and conversational skills; participates appropriately in groups; parts of a book and story elements (character & setting); vocabulary building and fluency; follow directions; syllables in words | Calendar (day, month, and season); size comparison; geometric shapes and colors; create and describe patterns; count and write to 5    | Sort objects; cause and effect relationships; fire drills; picture graphs; Structures and functions of the human body; Basic needs and life process; self management skills and feelings; character building skills; strategies to resolve conflicts; stages of growth in the life cycle in humans; Identify objects by using the five senses | School environment; Introduce IB Attitudes; rules, laws -consequences; Power and authority in family and school; compromise; respecting rights; cultural diversity; Pledge of Allegiance; Personal changes related to growth and interests; qualities of good citizenship;                         |
| <b>2. Looking Out for Me</b>                         | Letter sounds; beginning and ending consonants; vowel sounds; how and why questions; onsets and rimes; environmental print; high frequency words: introduce research skills; listen for facts in texts read aloud; classify information; phonetic spelling; blend sounds to read words; Sentence structure, capitalization, and punctuation                            | Count and write to 10; sort and classify by more than one attribute; ordinal numbers; position words                                   | Fitness; personal health and safety practices; accepting responsibility for own health, safety and hygiene; dental hygiene; consequences of unsafe behavior; Nutrition and the food pyramid; International Foods  | Identify people in the community who help keep us healthy and safe; individual responsibility; needs and wants   |
| <b>3. Celebrations (ongoing throughout the year)</b> | Distinguish letters from words/sentences; Story elements (character, setting, events in sequential order, cause of an event, solution); narrator; respond to texts read aloud; Story parts (beginning, middle & end); Writes for a variety of purposes   | Count forward to 99 and backward from 10; count and write to 20; collect and interpret data using graphs, calendars, comparing numbers |   | Identify similarities and differences in customs, patterns and cultures; identify holidays on a calendar; identify reasons for celebrating national holidays as they occur; Name historical figures, events, & national symbols; identify reasons for celebrating national holidays as they occur; |

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| <b>4. Village People</b>          | Rhyming words, sound devices; Following written text; blending sounds; sort words by sounds; create different forms of words (by adding -s or -ing); compound words; use number words and descriptive words; Words that name people places and things (proper nouns), signs and logos | add whole numbers using up to 5 concrete objects; less than and more than; one to one correspondence; equal sets; measurement comparisons | Make inferences; Interaction of people with the environment  | Locate places within community; identify businesses that provide goods and services; workers and their tools; Introduce maps and globes; identify transportation, communication and jobs long ago and today; key American figures and symbols |
| <b>5. Around and Around We Go</b> | Count syllables in words; use of voice level, phrasing; introduce the writing process (pre-write, write, revise, and publish) Punctuation and spaces between words; generate complete sentences; understand illustrations and graphs; create simple rhymes                            | 2D and 3D shapes; place value;  | Water cycle; seasonal and daily weather conditions; forms of water; conservation and use of resources; using science tools safely and appropriately to gather data; properties of matter; floating and sinking, Magnets; how seasons affect plants and animals | Identify natural features of the environment (landforms and bodies of water)  |
| <b>6. The Circle of Life</b>      | Classify information by constructing categories; summarize main idea from a story; read independently to gain information; word choice; alliteration; Language Arts review; Read Emergent Reader Text on level 3/ 4 or C.   | Subtract whole numbers up to 5; add whole numbers up to 5; Review   | Living and non-living; animals growth and life cycles; Similarities and differences in adult and baby animals; Basic needs and life processes  | Ways people depend on the environment; people change, care for and endanger their environment   |