

## \*2018-19 PILOT Content Map For Kindergarten – Year At A Glance

Month	August/September	September	September	October	November
Subject: Unit/Strand	Constitutional Democracy	What is Science?	Matter: Structure and Properties	Force and Motion: Push! and Pull!	History
Essential Question or Unit of Study	What is my role in my family and at school?	What does it mean to be a scientist?	How can we use size, shape, color and mass to sort objects?	How does pushing and pulling affect the motion of objects?	What is “history” and how is the past different from the present?
<b>Estimated # of Sessions</b>	10-14	3-9	13-15	17-21	11-15
GLEs Bundled Into This Unit	See pg. 5 of this document	None – Pre-requisite Teaching	See pg. 15 of this document	See pg. 12 of this document	See pg. 6 of this document
Teaching Resources  (Lesson Plans, Teaching Materials & Printables)	J: TEACHERS: Social Studies K-2 Resources: Kindergarten: Kindergarten – Constitutional Democracy folder	J: TEACHERS: Science K-2 Resources: Kindergarten Science: What Is Science? – TT folder	J: TEACHERS: Science K-2 Resources: Kindergarten Science: Matter – TT folder Or click here Lesson 1 - <a href="https://betterlesson.com/lesson/617380/touchy-touchy-part-one">https://betterlesson.com/lesson/617380/touchy-touchy-part-one</a> Lesson 2 - <a href="https://betterlesson.com/lesson/626830/i-hear-that">https://betterlesson.com/lesson/626830/i-hear-that</a> Lesson 3 – <a href="https://betterlesson.com/lesson/626831/i-see-you-see-we-all-see">https://betterlesson.com/lesson/626831/i-see-you-see-we-all-see</a> Lesson 4 - <a href="https://betterlesson.com/lesson/626834/waft-is-that">https://betterlesson.com/lesson/626834/waft-is-that</a> Lesson 5 – <a href="https://betterlesson.com/lesson/626856/tasty-tasty-trials">https://betterlesson.com/lesson/626856/tasty-tasty-trials</a>	J: TEACHERS: Science K-2 Resources: Kindergarten Science: Force and Motion – TT folder	J: TEACHERS: Social Studies K-2 Resources: Kindergarten: Kindergarten – History folder
Assessment	Under Development	Teacher will observe students discussing what science is.	Teacher will observe students making observations of the physical properties pf objects.	Teacher will observe students seeing and understanding how force can move/stop objects.	Under Development

# 2018-19 PILOT Content Map For Kindergarten – Year At A Glance

Month	November/December	January	January/February	February/March	April/May
Subject: Unit/Strand	Economics	Geography	Governance Systems	Weather and Climate	Plant and Animal Survival: Ecosystem Relationships (PLANTS)
Essential Question or Unit of Study	How do we make choices?	How do we use maps and globes to learn about places?	How do citizens show patriotism?	How does sunlight affect the Earth?	What do plants and animals need to survive?
<b>Estimated # of Sessions</b>	13-17	15-19	17-21	12-16	15-19
GLEs Bundled Into This Unit	See pg. 9 of this document	See pg. 8 of this document	See pg. 7 of this document	See pg. 13 of this document	See pg. 14 of this document
Teaching Resources  (Lesson Plans, Teaching Materials & Printables)	J: TEACHERS: Social Studies K-2 Resources: Kindergarten: Kindergarten – Economics folder	J: TEACHERS: Social Studies K-2 Resources: Kindergarten: Kindergarten Geography – Map Skills folder	J: TEACHERS: Social Studies K-2 Resources: Kindergarten: Kindergarten – Governance Systems folder	J: TEACHERS: Science K-2 Resources: Kindergarten Science: Weather and Climate – TT folder	J: TEACHERS: Science K-2 Resources: Kindergarten Science: Plant and Animal Survival – TT folder
Assessment	Under development	Under development	Under development	Teacher will observe learners investigating ways sunlight effects the Earth.	Teacher will observe learners identifying plant, animal and human needs for survival.

# Kindergarten



## Bundled Units

Kindergarten: Social Studies “Bundled” Units of Study

Adapted from DESE's *A Framework for Instruction and Assessment in the Elementary Grades (K-5)*

Based on the newest Missouri Learning Standards/GLEs, 2017

<b>Unit/Strand</b>	<b>Inquiry/Essential Question</b>
<b>Constitutional Democracy</b>	What is my role in my family and at school?
<b>History</b>	What is "history" and how is the past different from the present?
<b>Governance Systems</b>	How do citizens show patriotism?
<b>Geography</b>	How do we use maps and globes to learn about places?
<b>Economics</b>	How do we make choices?

**Unit/Strand – Constitutional Democracy**  
**Essential Question: What is my role in my family and at school?**

K.PC.1.B. - Identify reasons for making rules within the school.

K.PC.1.C. - Discuss the concept of individual rights.

K.PC.1.E. - Describe the character traits of role models within your family or school.

K.GS.2.C. - Describe how groups need to make decisions and how those decisions are made in families and classrooms.

K.GS.2.D. - Describe roles and responsibilities of people in authority in families and in groups.

K.RI.6.B. - Explain how to resolve disputes peacefully in the classroom and on the playground.

Inquiry Expectations to Embed Where Possible:

K.TS.7.A.a - Label and analyze different sources with guidance and support.

K.TS.7.A.b - Use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.

K.TS.7.D - Share findings about a topic.

K.TS.7.E - Ask questions and find answers about a topic, with assistance.

**Unit/Strand – History:**  
**Essential Question: What is “history” and how is the past different from the present?**

K.H.3.B.a – Create a personal history.

K.H.3.B.b – Compare your family in the past and present.

K.RI.6.A – Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.

K.RI.6.C – Share stories related to your family cultural traditions and family lore.

K.RI.6.D.4 – Describe how you and your family commemorate your cultural heritage.

Inquiry Expectations to Embed Where Possible:

K.TS.7.A.a - Label and analyze different sources with guidance and support.

K.TS.7.A.b - Use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.

K.TS.7.D - Share findings about a topic.

K.TS.7.E - Ask questions and find answers about a topic, with assistance.

**Unit/Strand – Governance Systems:  
Essential Question: How do citizens show patriotism?**

K.PC.1.F.a – Identify the flag as a symbol of our nation.

K.PC.1.F.b – Recite the Pledge of Allegiance

K.H.3.C – Describe the contributions of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Squanto, etc.

Inquiry Expectations to Embed Where Possible:

K.TS.7.A.a - Label and analyze different sources with guidance and support.

K.TS.7.A.b - Use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.

K.TS.7.D - Share findings about a topic.

K.TS.7.E - Ask questions and find answers about a topic, with assistance.

**Unit/Strand – Geography:**  
**Essential Question: How do we use maps and globes to learn about places?**

K.EG.5.A.a – Identify maps as representations of real places.

K.EG.5.A.b – With assistance, read, construct, and use maps of familiar places such as the classroom, the bedroom, the home, etc.

K.EG.5.A.c – Match legend symbols to map features.

K.EG.5.B – Apply positional words to locations within the classroom (below, above, front, back, left, right, etc.).

Inquiry Expectations to Embed Where Possible:

K.TS.7.A.a - Label and analyze different sources with guidance and support.

K.TS.7.A.b - Use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.

K.TS.7.D - Share findings about a topic.

K.TS.7.E - Ask questions and find answers about a topic, with assistance.



**Unit/Strand – Economics**  
**Essential Question: How do we make choices?**

K.E.4.A.a – Describe examples of scarcity within your family and school.

K.E.4.A.b – Describe examples of opportunity cost within your family and school.

K.E.4.A.c – Describe examples of needs and wants within your family and school.

Inquiry Expectations to Embed Where Possible:

K.TS.7.A.a - Label and analyze different sources with guidance and support.

K.TS.7.A.b - Use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.

K.TS.7.D - Share findings about a topic.

K.TS.7.E - Ask questions and find answers about a topic, with assistance.

# Kindergarten



# Bundled Units

## Kinder: Science “Bundled” Units of Study

Based on the newest Missouri Learning Standards/GLEs, 2017

<b>Unit/Strand</b>	<b>Engineering &amp; Technology Standards to Embed</b>	<b>Inquiry/Essential Question</b>	<b>Assessment Questions: See J:</b>
<b>Force &amp; Motion: Push! Pull!</b>	K.ETS1.A – Ask questions, make observations, and gather evidence about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	How does pushing and pulling affect the motion of objects?	
<b>Weather &amp; Climate</b> (Energy standards could be bundled here too...)	K.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it junction as needed to solve a given problem.	How does sunlight affect the Earth?	
<b>Plant &amp; Animal Survival: Ecosystem Relationships</b>	K.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	What do plants and animals need to survive?	
<b>Matter: Structure &amp; Properties</b>		How can we use size, shape, color and mass to sort objects?	

**Unit/Strand – Force & Motion: Push! Pull!**  
**Essential Question: How does pushing and pulling affect the motion of objects?**

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K.PS2.A.1 – Plan & conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing each other.]

K.PS2.A.2 – Describe ways to change the motion of an object (i.e. how to cause an object to go slower, go faster, go farther, change direction, stop.)

Engineering & Technology Standards to Embed

K.ETS1.A – Ask questions, make observations, and gather evidence about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (design a hat from Material Magic Mystery #1?)

K.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**Unit/Strand – Weather & Climate (Energy could also be bundled here...)  
Essential Question: How does sunlight affect the Earth?**

K.PS3.A – Make observations to determine the effect of sunlight on Earth’s surface.

K.PS3.B – With prompting & support, use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

K.ESS1.B – Make observations during different seasons to relate the amount of daylight to the time of the year. [Emphasis is on the relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]

K.ESS2.D – Use and share observations of local weather conditions to describe patterns over time. [Examples: descriptions of weather such as sunny, cloudy, rainy, and warm; numbers of sunny, windy, rainy days in a month. Pattern Examples: cooler in the morning than afternoon & # of sunny vs. cloudy days in different months.]

Engineering & Technology Standards to Embed

K.ETS1.A – Ask questions, make observations, and gather evidence about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (design a hat from Material Magic Mystery #1?)

K.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**Unit/Strand – Plant & Animal Survival: Ecosystem Relationships**  
**Essential Question: What do plants and animals need to survive?**

K.LS1.C – Describe patterns of what plants & animals (including humans) need to survive. [Examples of patterns could include animals need to take in food but plants do not; animals need different types of food; plants must have light, all living things need water.]

K.ESS2.E – With prompting and support, construct an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs. Needs additional resources for full coverage.

K.ESS.3.A – Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. Needs additional resources for full coverage.

K.ESS3.B – Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Engineering & Technology Standards to Embed

K.ETS1.A – Ask questions, make observations, and gather evidence about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (design a hat from Material Magic Mystery #1?)

K.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**Unit/Strand – Structure & Properties:  
Essential Question: How can we use size, shape, color and mass to sort objects?**

K.PS1.A – Make qualitative observations of the physical properties of objects (i.e. size, shape, color, mass)

Engineering & Technology Standards to Embed

K.ETS1.A – Ask questions, make observations, and gather evidence about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (design a hat from Material Magic Mystery #1?)

K.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.