Curriculum Scope and Sequence

School Campus Community School Grade or Course Kindergarten - Science

Time Frame Please include: • Unit Title • Approximate time frame to complete the unit	**Theme and Big Idea** Please include: • A short narrative describing the unit understandings and learning expectations	**Delaware Standards Alignment** Please include: • Detailed state level learning targets in each unit of instruction e.g. Delaware Standards (Common Core- Math, ELA), Grade level expectations (ELA, Math, Science Health, P.E. and the elementary level Arts) or proficiency level expectations (World Languages & the secondary level Arts) or benchmarks (Social Studies)	**Essential Questions** Please include: • Unit essential questions aligned to the specified learning targets	**Assessment** Please include: • A plan for balanced student assessment measures e.g. formative, summative
Integrated Theme/Big Idea: Observation and Investigation **Unit:** Observing and Investigating My World with My 5 Senses Second Trimester - 12 weeks	Students will explore their environment using their five senses. **Concepts/skills:** • Observation, Investigation and Evidence (students will be given multiple opportunities for investigation, identification, and sorting of objects using the five senses) • Relationships (between sensory perception, structure and function)	**Delaware Science Content Standard 1: Nature and Application of Science and Technology** Understanding and Abilities of Scientific Inquiry Students should know and be able to: Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world • Be able to: Generate questions and predictions using observations and exploration about the natural world Understand that: The purpose of accurate observations and data collection is to provide evidence. Scientists use tools to enhance their senses in order to obtain more evidence. • Be able to: Collect data using observations, simple tools and equipment. Record data in tables, charts, and bar graphs. Compare data with others to examine and question results. Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. • Be able to: Construct a simple	What is science? How can your senses be used to identify and sort objects? How can your senses help you in an emergency? What are some scientific tools that can extend your senses to observe objects in greater detail?	Formative and Summative Assessments will include things like: Descriptions, drawings, predictions in science journal; sorting activities; graphs; KWL; games, and teacher/student conversations

		explanation by analyzing observational data. Revise the explanation when given new evidence or information gained from other resources or from further investigation. Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others. • Be able to: Share simple plans, data, and explanations with an audience and justify the results using the evidence from the investigation. Understand that: The uses of mathematics, reading, writing, and technology are important in conducting scientific inquiries. • Be able to: Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results. Science, Technology, and Society Students should know that: Tools are useful in science to help gather data for observations and measurements and provide a safe means of conducting an investigation • Be able to: Use a hand lens (magnifier) to inspect a variety of non-living materials and demonstrate through discussion or drawings how the lens extends the sense of sight. History and Context of Science Students should know that: Much has been learned about the natural world but there is still much to understand **Delaware Science Content Standard 2: Materials and Their Properties** Properties and Structures of Materials Students should know that: Materials can be described and classified		

		according to the following physical properties: size, shape, mass, texture, color, and materials composition. Students should be able to: • Observe and describe the properties of a variety of non-living materials using the senses (i.e., sight, touch, smell, and hearing) • Use the physical properties of non-living materials (e.g., texture, size, shape, color) to describe similarities and differences • Sort, group and regroup a variety of familiar non-living materials based on their physical properties (e.g., shape, color, texture, size) • Use a hand lens (magnifier) to inspect a variety of non-living materials and demonstrate through discussion or drawings how the lens extends the sense of sight **Delaware Science Content Standard 3: Energy and It's Effects** Forces and the Transfer of Energy Students should know that the position of an object gives its location relative to where you are (e.g. above, below, in front, or behind). The motion of an object describes how its position is changing. Pushing or pulling on an object can change its position motion. • Students should be able to: Demonstrate that the position of an object can be above, below, in front of or behind, or to the left or right of another object. Energy Interacting with Materials; the Transformation and Conservation of Energy Students should know that: When light hits an object; the light energy can become heat energy. • Students should be able to: Using the sense of touch, recognize that objects		

		placed in direct sunlight feel warmer than objects in the shade. **Delaware Content Standard 4: Earth In Space** The Earth/Moon/Sun/System Students should know that: The shape of the Earth is similar to a sphere. • Students should be able to: Describe the shape of the Earth as being like a sphere and describe how a globe models this shape. From Earth many objects may be seen in the sky including the Sun, the Moon, stars, and man-made objects. • Students should be able to: Name and identify objects that can be observed in the sky including the Sun, Moon and stars and man-made objects such as airplanes. The pattern of day and night repeats every 24 hours. The Sun can only be seen in the daytime. • Students should be able to: Describe the repeating cyclic pattern of day and night and include in this description that we can see the Sun only during the daytime. **Delaware Content Standard 5: Earth's Dynamic Systems** Components of Earth Students should know that: Components of Earth's system include minerals, rocks, soil, water and air. These materials can be observed, sorted and/or classified based on their physical properties. Students should be able to: • Observe and describe the properties of a variety of earth materials (i.e., rock, soil, sand, water) using the senses. • Sort, group and regroup a variety of earth materials based on their physical		

		properties (e.g., shape, color texture, size, etc.) to describe their similarities and differences. Technology and Applications Students should know that: Binoculars allow people to observe objects in the sky from Earth • Students should be able to: Describe how binoculars help our sense of sight by allowing us to magnify objects in the sky. **Delaware Science Content Standard 6: Life Processes** Regulation and Behavior Students should know that: Senses help humans and other organisms detect internal and external cues Students should be able to: • Describe how the five senses help humans react to their environment, (e.g., hear a whistle and line up, feel cold air and put on a jacket) Life Processes and Technology Application Students should know that: There are 5 sense structures and tell which sense is associated with which structure. Technology expands the range of human senses. Humans use devices and specialized equipment to ensure safety and to improve their quality of life (e.g., goggles, glasses, hearing aids and wheelchairs) Students should be able to: • Describe how the senses can be protected when conducting scientific investigations (e.g., goggles protect eyes, gloves protect hands		

Integrated Theme/Big Idea: Story **Unit:** The Story of Living Things First Trimester - 12 weeks	Students will learn about the environment they live in and investigate the elements that exist in their world. **Concepts/skills:** • Cycles (students observe and discover that living things go through a life cycles) • Structure/Function (students use their senses to observe and identify the structure and function of different living things) • Observation and Investigation (students observe living things in different stages of life to compare structure and function at each stage)	**Delaware Science Content Standard 1: Nature and Application of Science and Technology** Understanding and Abilities of Scientific Inquiry Students should know and be able to: Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world • Be able to: Generate questions and predictions using observations and exploration about the natural world • Be able to: Generate and follow simple plans using systematic observations to explore questions and predictions Understand that: The purpose of accurate observations and data collection is to provide evidence. Scientists use tools to enhance their senses in order to obtain more evidence. • Be able to: Collect data using observations, simple tools and equipment. Record data in tables, charts, and bar graphs. Compare data with others to examine and question results. Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. • Be able to: Construct a simple explanation by analyzing observational data. Revise the explanation when given new evidence or information gained from other resources or from further investigation. Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others. • Be able to: Share simple plans, data, and explanations with an audience and justify the results using the evidence	What are the characteristics of living things? What are the similarities and differences between living things? How do living things change over time? In what ways do the offspring of living things resemble their parents? How is the life cycle like a story?	Formative and Summative Assessments will include things like: Descriptions, drawings, predictions in science journal; sorting and matching activities; graphs ; use of scientific vocabulary; labeling; KWL; games, and teacher/student conversations

		from the investigation. Understand that: The uses of mathematics, reading, writing, and technology are important in conducting scientific inquiries. • Be able to: Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results. Science, Technology, and Society Students should know that: Tools are useful in science to help gather data for observations and measurements and provide a safe means of conducting an investigation • Be able to: Use a hand lens (magnifier) to inspect a variety of non-living materials and demonstrate through discussion or drawings how the lens extends the sense of sight. **Delaware Science Content Standard 6: Life Processes** Structure/Function Relationship Students should know that: Plants and animals are similar to and different from each other in observable structures and behavior. These characteristics distinguish them from each other and from nonliving things Students should be able to: • Observe and describe the properties of a variety of living and non-living things using the five senses • Use the physical properties of living non-living things to describe their similarities and differences • Sort, group and regroup a variety of familiar living and non-living things based on their physical properties (e.g., shape, color, texture, size, etc.) • Use a hand lens (magnifier) to inspect		

		a variety of living things and demonstrate through discussion and drawings how the lens extends the sense of sight to see structures in greater detail • Use non-standard units of measure to compare the size and mass of structures of living things Each plant or animal has different structures that serve different functions in growth, survival and reproduction Students should be able to: • Identify structures on plants and animals and describe how the structure functions • Observe how the living things in an environment change with the seasons Matter and Energy Transformations Students should know that: Plants and animals are living things. All living things have basic needs for survival including air, water, food (nutrients), space, shelter, and light Students should be able to • Identify the basic needs that plants and animals need to survive including light, air, water, and nutrients **Delaware Science Content Standard 7: Diversity and Continuity of Living Things** Reproduction, Heredity and Development Students should know that: The offspring of some plants and animals resemble the parents Students should be able to: • Observe and describe similarities and differences between parents and offspring All plants and animals go through a life cycle of birth, growth, development, reproduction, and death. This cycle is predictable and describable, but differs from organism to		

		organism Students should be able to: • Realize that organisms reproduce organisms of the same kind Diversity and Evolution Students should know that: Many different kinds of plants and animals live throughout the world. These plants and animals can be grouped according to the characteristics they share Technology Applications Students should know that: People use a variety of plants and animals found throughout the world for food, clothing, and shelter (e.g., silk for clothing, wood for building shelters) • Students should be able to: Identify and list the many different ways in which trees are used by people to meet human wants and needs (i.e., food, shelter, shade, paper products, wood for fuel, furniture, etc.) **Delaware Science Content Standard 8: Ecology** Interactions within the Environment Students should know that: An interconnectedness exists among the living and nonliving parts of an environment. This interconnectedness can be observed by the changes made by plants and animals in their environment Students should be able to: • Recognize that humans interact with the environment through the use of their five senses • Identify ways in which living organisms interact with each other and their environment (e.g., birds nest in trees, birds eat worms) • Recognize that animals use plants in a variety of ways (e.g., shelter, food, protection)		

		Plants and animals need enough space and resources to survive. Overcrowding leads to an increased need for resources Energy Flow and Material Cycles in the Environment Students should know that: Plants need energy from the Sun, water and nutrients for growth and survival. • Students should be able to: Recognize that sunlight is needed by plants for energy. Human Impact Students should know that: Many natural resources are limited. The amount available can be made to last longer by decreasing the use of some resources or by reusing or recycling certain materials		
Integrated Theme/Big Idea: Discovery **Unit:** How My Environment Works Third Trimester - 12 weeks	Students will explore the structure, function and origin of materials in their everyday lives. **Concepts/skills:** • Observation (students observe different kinds materials and their properties, function and structure) • Process Skills (students combine materials to change the physical properties of materials) • Investigation of Science, Technology, and Society (exploration of technology used to make and change products)	**Delaware Science Content Standard 1: Nature and Application of Science and Technology** Understanding and Abilities of Scientific Inquiry Students should know and be able to: Understand that: Scientific investigations, whether conducted by students or scientists, involve asking a question about the natural world • Be able to: Generate questions and predictions using observations and exploration about the natural world Understand that: The purpose of accurate observations and data collection is to provide evidence. Scientists use tools to enhance their senses in order to obtain more evidence. • Be able to: Collect data using observations, simple tools and equipment. Record data in tables, charts, and bar graphs. Compare data with others to examine and question results.	What materials and tools are important in our everyday lives? How do the properties of different materials make them useful for different purposes? How do we use technology to solve problems?	Formative and Summative Assessments will include things like: Descriptions, drawings, predictions in science journal; use of scientific vocabulary; labeling; KWL; games, and teacher/student conversations

		Understand that: Scientists use observations from investigations and knowledge that is already known to develop an explanation. • Be able to: Construct a simple explanation by analyzing observational data. Revise the explanation when given new evidence or information gained from other resources or from further investigation. Understand that: The purpose of communicating with others is to share evidence and conclusions. Scientists communicate the results of their investigations to others. • Be able to: Share simple plans, data, and explanations with an audience and justify the results using the evidence from the investigation. Understand that: The uses of mathematics, reading, writing, and technology are important in conducting scientific inquiries. • Be able to: Use mathematics, reading, writing, and technology when conducting an investigation and communicating the results. Science, Technology, and Society Students should know that: People have invented new technologies to solve problems • Be able to: Observe how materials can be modified for different uses Tools are useful in science to help gather data for observations and measurements and provide a safe means of conducting an investigation • Be able to: Use a hand lens (magnifier) to inspect a variety of non-living materials and demonstrate through discussion or drawings how the lens extends the sense of sight. History and Context of Science		

		Students should know that: People from all parts of the world practice science and make many important scientific contributions Much has been learned about the natural world but there is still much to understand **Delaware Science Content Standard 2: Materials and Their Properties** Properties and Structures of Materials Students should know that: Materials can be described and classified according to the following physical properties: size, shape, mass, texture, color, and materials composition. Students can observe materials' physical properties by using hand tools that include rulers, balances, thermometers and hand lenses Students should be able to: • Observe and describe the properties of a variety of non-living materials using the senses (i.e., sight, touch, smell, and hearing) • Use the physical properties of non-living materials (e.g., texture, size, shape, color) to describe similarities and differences • Sort, group and regroup a variety of familiar non-living materials based on their physical properties (e.g., shape, color, texture, size) • Use a hand lens (magnifier) to inspect a variety of non-living materials and demonstrate through discussion or drawings how the lens extends the sense of sight • Construct simple class graphs (e.g., pictographs, physical graphs) to organize information • Interpret and describe the simple graphs constructed by the class (e.g., pictographs, physical graphs) to organize information Material Technology		

		Students should know that: The properties of materials influence their use. Some materials are more suitable for making a particular product or device • Be able to: Observe how materials can be modified for different uses Technology has created new materials that can help people solve problems **Delaware Science Content Standard 3: Energy and Its Effects:** The Production, Consumption and Application of Energy Students should know that: The production of most of the energy that we use in our daily lives comes from energy stored in natural resources. The quantity of these resources is limited, so it is important to conserve our natural resources by using them wisely. **Delaware Science Content Standard 8: Ecology** Human Impact Students should know that: Many natural resources are limited. The amount available can be made to last longer by decreasing the use of some resources or by reusing or recycling certain materials		

Curriculum Scope & Sequence

School Campus Community School Grade or Course Kindergarten-ELA

Time Frame Please include: • Unit Title • Approximate time frame to complete the unit	**Theme and Big Idea** Please include: • A short narrative describing the unit understandings and learning expectations	**Delaware Standards Alignment** Please include: • Detailed state level learning targets in each unit of instruction e.g. Delaware Standards (Common Core-Math, ELA), Grade level expectations (ELA, Math, Science Health, P.E. and the elementary level Arts) or proficiency level expectations (World Languages & the secondary level Arts) or benchmarks (Social Studies)	**Essential Questions** Please include: • Unit essential questions aligned to the specified learning targets	**Assessment** Please include: • A plan for balanced student assessment measures e.g. formative, summative
Integrated Theme/Big Idea: Observation and Investigation **Unit:** Playing with Language **Trimester 1 - 12 weeks**	**Using a reader's and writer's workshop approach, students will explore the following Concepts/Skills:** phonemic awareness, rhyme/rhythm, concepts of print, word play, poems, nursery songs, picture books and non-fiction materials, expressive language, developing vocabulary skills, expression of ideas and opinions in writing via drawing/dictation/ invented spelling	**L.K.5**: With guidance and support from adults, explore word relationships and nuances in word meanings. **RF.K.2:** Demonstrate understanding of spoken words, syllables, and phonemes. **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text. **RL.K.5:** Recognize common types of texts (e.g., storybooks, poems) **SL.K.1:** participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.	What is language? How is oral language structured? How is written language structured? How is oral and written communication alike/different? How does rhythm and rhyme affect the way that we hear and read? How do we organize information?	**Formative Assessments:** Student engagement in daily routines and discussions; participation in large/small group activities; listen to students reading; written language sample, oral language samples **Summative assessments**: Informal phonics inventories; samples of students' writing; running records of reading; recognition of rhyming words; written language sample, oral language samples

		W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…)		
Integrated Theme/Big Idea: Story **Unit:** Storytelling **Trimester 2 - 12 weeks**	**Using a reader's and writer's workshop approach, students will explore the following Concepts/Skills:** parts and structure of a story, forms of storytelling, characters, settings, and events. compare/contrast, sequencing, telling and retelling, multiple versions of traditional tales, recognition of basic sight words	**L.K.2**: Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing. **RI.K.1:** With prompting and support, ask and answer questions about key details in a text. **RI.K.2:** With prompting and support, identify the main topic and retell key details of a text. **RL.K.2**: With prompting and support, retell familiar stories, including key details. . **RL.K.3**: With prompting and support, identify characters, settings, and major events in a story. **RL.K.4**: Ask and answer questions about unknown words in a text. **RL.K.9**: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	What is "story"? How is a story structured? Where do stories come from? How do we organize and share information?	**Formative Assessments:** Class sharing and discussions, observation of telling/retelling, answers about key details in text, written language sample, oral language samples **Summative assessment:** Identification of beginning, middle, end of story through pictures, dictation and writing; identification of parts of a story; informal reading inventories; written language sample, oral language samples

		SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **W.K.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
Integrated Theme/Big Idea: Discovery **Unit:** Being a Researcher **Trimester 3 - 12 weeks**	**Using a reader's and writer's workshop approach, students will explore the following Concepts/Skills:** research, real/fictional, resources, using details, asking questions, finding answers, informative writing, compare/contrast, emergent level texts, high frequency words,	**L.K.1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.K.2**: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **RI.K.1**: With prompting and support, ask and answer questions about key details in a text. **RI.K.8**: With prompting and support, identify the reasons an author gives to support points in a text. **RI.K.9**: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RF.K.4**: Read emergent-reader texts	What is research? How does it help us discover? How will asking questions help us to learn more? How do we use literature and informational texts to learn about the world? How do questions (who, what, where, when, why, and how) help us to find more information in books? How do we collect and organize information?	**Formative Assessments:** Research journals (pictures, words); class discussions, listening to student read, written language sample, oral language samples **Summative assessments:** Written and oral "research" project on a Kindergarten level; informal reading inventories; written language sample, oral language samples

		with purpose and understanding. **RL.K.10:** Actively engage in group reading activities with purpose and understanding. **SL.K.4**: Describe familiar people, places, things, and events and , with prompting and support, provide additional detail. **W.K.2**: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **W.K.6**: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.K.7:** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		

Curriculum Scope & Sequence

School: Campus Community Charter School Grade or Course: Kindergarten - Health

Time Frame Please include: • Unit Title • Approximate time frame to complete the unit	**Theme and Big Idea** Please include: • A short narrative describing the unit understandings and learning expectations	**Delaware Standards Alignment** Please include: • Detailed state level learning targets in each unit of instruction e.g. Delaware Standards (Common Core-Math, ELA), Grade level expectations (ELA, Math, Science Health, P.E. and the elementary level Arts) or proficiency level expectations (World Languages & the secondary level Arts) or benchmarks (Social Studies)	**Essential Questions** Please include: • Unit essential questions aligned to the specified learning targets	**Assessment** Please include: • A plan for balanced student assessment measures e.g. formative, summative
Emotions and Feelings **3 - 45 minute lessons**	- Healthy students know how to express needs, wants and feelings appropriately. - Healthy students understand effective communication protects and enhances health. - Healthy students understand health risks are reduced by effective interpersonal communication. - Healthy students use strategies to manage conflict and reduce anger. - Healthy students know how to get help (when, why, how and who)	1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life. 2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors. 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks. 5. Students will demonstrate the ability to use *decision-making skills* to enhance health. 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)	- What are emotions? - How do others affect my emotions? - Why is it important to communicate effectively with others? - How can I communicate effectively with others?	Formative and Summative Assessments will include activities like: - Feeling Cards: Students will select a feeling car and tell the class about an event that happened that made them feel that way and describe a way they could deal with that feeling. - Students will role play and demonstrate good listening skills. - Students will verbally explain how to handle an example of a conflict that might happen in school.

Medicine Safety **1 – 45 minute lesson**	- Healthy students know that some but not all adults are reliable sources of health information. - Healthy students understand the benefits and correct use of medicine. - Healthy students understand the risks of incorrect use of medicines.	1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life. 3. Students will demonstrate the ability to *access information*, products and services to enhance health. 5. Students will demonstrate the ability to use *decision-making skills* to enhance health. 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management) 8. Students will demonstrate the ability to *advocate* for personal, family and community health.	- What is medicine and why is it used? - Who should I take medicine from? - What is not safe to touch or play with? - Is it safe to take medicine at school?	Formative and Summative Assessments will include activities like: - Students will identify objects that are safe and unsafe to touch or use. - Students will illustrate different situations when to use medicine and trusted adults to take medicine from.
Injury Prevention **2 – 45 minute lessons**	- Healthy students understand that their family and community help them to be health. - Healthy students know safety techniques for dealing with strangers. - Healthy students know the difference between appropriate and inappropriate touch. - Healthy students understand that playing safely will prevent injury to themselves and others.	1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life. 2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors. 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks. 5. Students will demonstrate the ability to use *decision-making skills* to enhance health. 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health	- How can I keep myself safe? - What are strangers? - How should I handle a situation with a stranger?	Role play – students will demonstrate ways to handle a stranger in a threatening situation

		risks. (self-management) 8. Students will demonstrate the ability to *advocate* for personal, family and community health.		
Tobacco **1 - 45 minute lesson**	- Healthy students understand that health risks are reduced by effective interpersonal communication. - Healthy students know the harmful effects of tobacco use	1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life. 2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors. 4. Students will demonstrate the ability to use interpersonal *communication skills* to enhance health and avoid or reduce health risks. 5. Students will demonstrate the ability to use *decision-making skills* to enhance health. 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)	- What is tobacco? - How does tobacco affect my body? - How do I refuse offers from others?	Role Play – Students will role play a situation where they have to refuse tobacco. Students ill identify situations where a health decision needs to be made.
Personal Health/Hygiene **2 – 45 minute lessons**	- Healthy students know it is important to grow up healthy. - Healthy students know effective hygiene techniques (hand washing, bathing, clean hair, teeth and clothes) - Healthy students know the importance of regular medical and dental checkups.	1. Students will *understand essential health concepts* in order to transfer knowledge into healthy actions for life. 2. Students will *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors. 7. Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management)	- What is personal health? - How do I take care of my body? - Why is it important to practice effective hygiene techniques?	- Students will indentify the steps needed to brush their teeth and discuss why it is important to brush every day. - Students will role play having to sneeze and cough and what they should do to avoid spreading germs. - Students will demonstrate the correct way to wash hands thoroughly to protect from germs.

		8. Students will demonstrate the ability to *advocate* for personal, family and community health.		

Curriculum Scope & Sequence

School_Campus Community School___ Grade or Course _Kindergarten Mathematics_

Time Frame Please include: • Unit Title • Approximate time frame to complete the unit	**Theme and Big Idea** Please include: • A short narrative describing the unit understandings and learning expectations	**Delaware Standards Alignment** Please include: • Detailed state level learning targets in each unit of instruction e.g. Delaware Standards (Common Core- Math, ELA), Grade level expectations (ELA, Math, Science Health, P.E. and the elementary level Arts) or proficiency level expectations (World Languages & the secondary level Arts) or benchmarks (Social Studies)	**Essential Questions** Please include: • Unit essential questions aligned to the specified learning targets	**Assessment** Please include: • A plan for balanced student assessment measures e.g. formative, summative
Numbers: **Trimester 1** **12 Weeks**	**What is a Number?** -Students use numbers to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; combining and separating sets of object and recording the process. Students will learn to use equations. **Counting and Cardinality** Students will be able to: • Counting to 25 by ones • Modeling, reading and writing numbers 0 through 10. • Counting forward to 10 and backward from 10. • Comparing values of numbers to 5. • Identifying missing numbers in a series up to 5.	**Counting and Cardinality K-CC** Know number names and the count sequence. K.CC.1.Count to 100 by ones and by tens. K.CC.2.Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Count to tell the number of objects. K.CC4.Understand the relationship between numbers and quantities; connect counting a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in	**Counting and Cardinality** How do we count objects? How do we identify missing numbers? How do you determine the value of a number?	**Counting and Cardinality Formative Assessment** Teacher observations of students counting objects. IXL Reports sections A,B, C **Summative Assessment** Students will orally count to the number 25. Students will build a set of objects up to 10 using various manipulatives. Students will identify/name numbers up to 10. Students will write numbers

		which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. K.CC.5.Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <u>Compare numbers</u> K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1 K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.		up to 10. Students will count orally: To the number 10. Backward from 10. When given a set of numbers to 5 the student will determine: The values of two numbers. Missing numbers in a series.
	<u>Operations and Algebraic Thinking</u> Students will be able to: • Composing and decomposing quantities through 10. • Solving problems by using the strategy make a model.	**Operations and Algebraic Thinking** <u>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u> K.OA.1.Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2.Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.3.Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). K.OA.4.For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.5.Fluently add and subtract within 5.	**Operations and Algebraic Thinking** How do we compose numbers? How do we decompose numbers? How can pictures, words, and numbers represent numbers 0-10? What are the different ways to solve a problem?	**Operations and Algebraic Thinking** **Formative Assessment** Teacher observation of students counting and writing numerals during classroom activities. IXL Report section I, J **Summative Assessment** Students will solve problems by using numbers, pictures, and words. Students will complete addition and subtraction problems through 10.

Numbers and Shapes: **Trimester 2** **12 Weeks**	**What is a Number?** -Students use numbers to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; combining and separating sets of object and recording the process. Students will learn to use equations. **<u>Counting and Cardinality</u>** Students will be able to: • Counting to 50 by ones • Modeling, reading, and writing numbers up to 20. • Comparing values of numbers to 10. • Identifying missing numbers in a series up to 10.	**Counting and Cardinality K-CC** <u>Know number names and the count sequence.</u> K.CC.1.Count to 100 by ones and by tens. K.CC.2.Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3.Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). <u>Count to tell the number of objects.</u> K.CC4.Understand the relationship between numbers and quantities; connect counting a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. K.CC.5.Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	**Counting and Cardinality K-CC** How do we count objects to 50? How do we represent numbers to 20 using numbers, pictures, and words? How do we identify missing numbers up to 10? How do you determine the value of a number?	**Counting and Cardinality Formative Assessment** Teacher observations of students counting objects. IXL Report sections D,E, G **Summative Assessment** Students will count orally to the number 50. Students will build a set of object up to 20. Students will identify numerals from 1-20. Students will write their numerals 1-20.

	<u>Operations and Algebraic Thinking:</u> Students will be able to: • Modeling addition and subtraction problems with numbers up to 10. • Solving problems by using the strategy "act it out." **What is a Shape?** -Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons,	<u>Compare numbers</u> K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1 K.CC.7. Compare two numbers between 1 and 10 presented as written numerals. **Operations and Algebraic Thinking** <u>Understand addition as putting together and adding to, and under- stand subtraction as taking apart and taking from.</u> K.OA.1.Represent addition and subtraction with objects, fingers, mental images, Drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2.Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.3.Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). K.OA.4.For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.5.Fluently add and subtract within 5.	**Operations and Algebraic Thinking** How do we compose and decompose numbers up to 10? What are the different ways to solve a problem?	**Operations and Algebraic Thinking** **Formative Assessment** Teacher observation during classroom activities. IXL Report section I,J **Summative Assessment** Students will complete addition and subtraction problems with numbers up to 10. Students will explain how they got their answer.

	presented in a variety of ways (e.g., with different sizes and orientations). As well as three – dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. **<u>Geometry:</u>** Students will be able to: • Identify and describe two and three dimensional shapes • Analyze, compare, create, and compose shapes.	**Geometry** <u>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</u> K.G.1.Describe objects in the environment using names of shapes, and describe the Relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.2.Correctly name shapes regardless of their orientations or overall size. K.G.3.Identify shapes as two-dimensional (lying in a plane, "flat") or three- dimensional ("solid"). <u>Analyze, compare, create, and compose shapes.</u> K.G.4.Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g. having sides of equal length). K.G.5.Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.6.Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	**Geometry** What is a two dimensional shape? What are the attributes of a: Circle? Square? Triangle? Rectangle? Hexagon? What is a three dimensional shape? What are the attributes of a: Cube? Cone? Cylinder? Sphere? Where do we shapes in the world? How can you combine two shapes to make a new shape?	**Geometry** **Formative Assessment** Teacher observation of students during classroom activities. IXL Report section G, S **Summative Assessment** Students will identify and describe shapes. Students will make shapes and compare them.

Numbers: **Trimester 3** **12 Weeks**	**What is a Number?** -Students use numbers to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; combining and separating sets of object and recording the process. Students will learn to use equations. **<u>Counting and Cardinality</u>** Students will be able to: • Counting to 100 by ones using different starting points • Identifying missing numbers in a series up to 20.	**Counting and Cardinality K-CC** <u>Know number names and the count sequence.</u> K.CC.1.Count to 100 by ones and by tens. K.CC.2.Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.3.Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). <u>Count to tell the number of objects.</u> K.CC4.Understand the relationship between numbers and quantities; connect counting a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in	**Counting and Cardinality K-CC** How do we count objects to 100? How do we represent numbers to 20 using numbers, pictures, and words?	**Counting and Cardinality Formative Assessment** Teacher observation of students during activities with a hundred chart. IXL Report section N **Summative Assessment** Students will fill in a number chart with missing numbers.

		which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. K.CC.5.Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <u>Compare numbers</u> K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.1 K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.		
	<u>Operations in Algebraic Thinking</u> Students will be able to: • Solve problems by using the strategy "draw a picture."	**Operations and Algebraic Thinking** <u>Understand addition as putting together and adding to, and under- stand subtraction as taking apart and taking from.</u> K.OA.1.Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.2.Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.3.Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). K.OA.4.For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.OA.5.Fluently add and subtract within 5.	**Operations and Algebraic Thinking** How can you solve a problem by using pictures?	**Operations and Algebraic Thinking** **Formative Assessment** Morning warm-up teacher puts problem on the board and students complete it by drawing pictures in their journals to solve it. **Summative Assessment** Students will complete a variety of math equation using pictures, words, and numbers.

	<u>Numbers and Operations in Base Ten</u> Students will be able to: • Compare values of numbers up to 20.	**Number and Operations in Base Ten** <u>Work with numbers 11–19 to gain foundations for place value.</u> N.BT.1.Compose and decompose numbers from 11 to 19 into ten ones and some further decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	**Number and Operations in Base Ten** How are numbers composed and decomposed using tens and ones?	**Numbers and Operations in Base Ten** **Formative Assessment** Students will play the game compare using number cards. IXL Reports section G, N **Summative Assessment** Students will complete a greater than, less than, equal to worksheet
	<u>Measurement and Data</u> Students will be able to: • Solve problems by using the strategy "make a graph." • Compare and order objects by length, height, and weight. • Identify and know the value of coins.	**Measurement and Data** <u>Describe and compare measurable attributes.</u> K.MD.1.Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. K.MD.2.Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. <u>Classify objects and count the number of objects in each category.</u> K.MD.3.Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.3	**Measurement and Data** What is a graph? How can a graph be used to answer questions? What is length? What is height? What is weight? How can objects be compared and ordered based on height, length, or weight? What do the different coins look like? What are the values of the different coins?	**Measurement and Data** **Formative Assessment** Shape Bingo Teacher will post graphs and students will answer questions based on the graph. IXL Reports sections O,Q, R Teacher observation of students sorting coins. **Summative Assessment** Students will answer questions about a graph given by the teacher. Students will order objects by length, height, and weight. Students will identify each coin and tell its value.

Campus Community School
Mathematics Curriculum – Kindergarten

Trimester 1: Numbers

- Counting to 25 by ones.
- Modeling, reading, and writing numbers 0 through 10.
- Composing and decomposing quantities through 10.
- Counting forward to 10 and backward from 10.
- Comparing values of numbers to 5.
- Identifying missing numbers in a series up to 5.
- Solving problems by using the strategy “make a model.”

Trimester 2: Numbers and Shapes

- Counting to 50 by ones.
- Modeling reading and writing numbers up to 20.
- Modeling addition and subtraction problems with numbers up to 10.
- Comparing values of numbers up to 10.
- Identifying missing numbers in a series up to 10.
- Solving problems by using the strategy “act it out.”
- Identify and describe two and three-dimensional shapes.
- Analyze, compare, create, and compose shapes.

Trimester 3: Numbers

- Counting to 100 by ones using different starting points.
- Solving problems by using the strategy “make a graph.”
- Compare and order objects by length, height, and weight.
- Identify and know the value of coins.
- Compare values of numbers to 20.
- Identify missing numbers in a series up to 20.
- Solve problems by using the strategy “draw a picture.”

Campus Community School
Mathematics Curriculum – Kindergarten
IXL Checklist

	Numbers and counting up to 3	
A1	Count to 3	
A2	Represent numbers - up to 3	
A3	Count by typing- up to 3	
	Numbers and counting up to 5	
B1	count to 5	
B2	represent numbers up to 5	
B3	Count by typing- up to 5	
B4	count up	
B5	count down	
	Numbers and counting up to 10	
C1	count to 10	
C2	represent numbers up to 10	
C3	count by typing- up to 10	
C4	count up and down with pictures	
C5	count up and down with numbers	
C6	Tally marks up to 10	

	Numbers and counting up to 3	
C7	number lines up to 10	
C8	Before, after, and between up to 10	
C9	count forward and backward-up to 10	
C10	Names of numbers up to 10	
C11	complete a sequence- up to 10	
	Numbers and counting up to 20	
D1	count to 20	
D2	represent numbers up to 20	
D3	count by typing- up to 20	
D4	count up and down	
D5	Tally marks up to 20	
D6	number lines up to 20	
D7	Before, after, and between up to 20	
D8	count forward and backward-up to 20	
D9	Names of numbers up to 20	
D10	complete a sequence- up to 20	
D11	count tens and ones- up to 20	
	Numbers and counting beyond 20	
E1	count to 30	

	Numbers and counting up to 3	
E2	count to 100	
E3	count groups of ten	
E4	number lines- up to 30	
E5	count tens and ones- up to 30	

	Skip Counting	
F1	skip count by twos	
F2	skip count by fives	
F3	skip count by tens	
F4	skip count by twos fives and tens	
	Comparing	
G1	Fewer, equal, and more	
G2	Fewer and more comparing groups	
G3	Fewer and more with charts	
G4	Fewer and more mixed	

	Patterns	
H1	Similar patterns	
H2	Complete missing parts of patterns	
H3	Growing patterns	

	Patterns	
	Adding	
I1	Addition with pictures sums up to 5	
I2	Adding two numbers sums up to 5	
I3	Addition sentences sums up to 5	
I4	Addition with pictures sums up to 10	
I5	Add two numbers sums up to 10	
I6	Addition sentence sums up to 10	
	Subtracting	
J1	Subtract with pictures numbers up to 5	
J2	Subtraction numbers up to 5	
J3	Subtraction sentences numbers up to 5	
J4	Subtraction with pictures numbers up to 10	
J5	Subtraction numbers up to 9	
J6	Subtraction sentences numbers up to 10	
	Positions	
K1	Inside and outside	
K2	Left, middle, and right	
K3	Top, middle and bottom	
K4	Above and Below	

	Patterns	
K5	Location in a three by three grid	

	Fractions	
L1	Identify halves, thirds, and fourths	
L2	Equal parts	
	Time	
M1	Match clocks and times	
M2	Read clocks and write times	
M3	Times of every day events	
M4	Match analog and digital clocks	
M5	Seasons	
M6	A.M. and P.M.	
	Sorting, Ordering, and Classifying	
N1	Same	
N2	Different	
N3	Same and Different	
N4	Classifying by color	
N5	Venn diagrams	
N6	Put numbers up to 10 in order	
N7	Put numbers up to 30 in order	

	Fractions	
	Data and Graphs	
O1	Making graphs	
	Probability	
P1	More or less likely	
	Measurement	
Q1	Long and short	
Q2	Tall and short	
Q3	Light and heavy	
Q4	Holds more or less	
	Money	
R1	Coin names-penny through quarter	
R2	Coin values- penny through quarter	
R3	Count money- pennies only	
R4	Count money- pennies and nickels	
R5	Count money-pennies, nickels, and dimes	
R6	Equivalent coins I	
R7	Equivalent coins II	
R8	Equivalent coins III	
R9	Compare two groups of coins	

	Fractions	
	Geometry	
S1	Identify shapes I	
S2	Identify shapes II	
S3	Identify solid figures	
S4	Relate planar and solid figures	
S5	Count sides and corners	
S6	Compare sides and corners	
S7	Geometry of everyday objects	
S8	Symmetry I	
S9	Symmetry II	
	Vocabulary	
T1	Sum and difference	

Kindergarten Matrix

Explore and Discover!

	1st Trimester	2nd Trimester	3rd Trimester
Math	**Unit:** Numbers *(0-25)* **Focus Questions:** How do we count objects? How do we identify missing numbers? How do you determine the value of a number? How do we compose numbers? How do we decompose numbers? How can pictures, words, and numbers represent numbers 0-10? What are the different ways to solve a problem?	**Unit:** Numbers and Shapes *(0-50)* **Focus Questions:** How do we count objects to 50? How do we represent numbers to 20 using numbers, pictures, and words? How do we identify missing numbers up to 10? How do you determine the value of a number? How do we compose and decompose numbers up to 10? What are the different ways to solve a problem? What is a two dimensional shape? What are the attributes of a: Circle? Square? Triangle? Rectangle? Hexagon? What is a three dimensional shape? What are the attributes of a: Cube? Cone? Cylinder? Sphere? Where do we shapes in the world? How can you combine two shapes to make a new shape?	**Unit:** Numbers *(0-100)* **Focus Questions:** How do we count objects to 100? How do we represent numbers to 20 using numbers, pictures, and words? How can you solve a problem by using pictures? How are numbers composed and decomposed using tens and ones? What is a graph? How can a graph be used to answer questions? What is length? What is height? What is weight? How can objects be compared and ordered based on height, length, or weight? What do the different coins look like? What are the values of the different coins?

Social Studies	**Integrated Theme/Big Idea:** Observation and Investigation **Unit:** Observing and Investigating My Community **Concepts**: community, responsibility, participation, citizenship, teamwork, leadership **Focus Questions:** What is social studies? What is a community and what communities am I a part of? What can I observe and investigate about my community? What are the roles and responsibilities of significant people at home, at school, and in my community? What are my roles and responsibilities? What does it mean to be a good citizen? Why do we need rules?	**Integrated Theme/Big Idea:** Story **Unit:** Now and Then **Concepts**: history, American symbols and celebrations, heritage, chronology, calendars, clocks, schedules, minute, hour, day **Focus Questions:** How does history tell a story? What is my history? What is the history of America? Why are times and dates important? What tools help us understand and describe time? How do people, places and things change over time? How does one event lead to another?	**Integrated Theme/Big Idea:** Discovery **Unit:** The World Around Me **Concepts:** maps, signs, important places near and far away, alike and different **Focus Questions:** What tools help us discover, understand and describe the world around us? What is a map and how do we use one? How are places similar and different? What are common signs we see every day and what purpose do they serve?
Science	**Integrated Theme/Big Idea:** Observation and Investigation **Unit:** Observing and Investigating My World with My 5 Senses **Concepts:** 5 senses **Focus Questions:** What is science? How can your senses be used to identify	**Integrated Theme/Big Idea:** Story **Unit:** The Story of Living Things **Concepts:** living things, life cycle, growth and change **Focus Questions:** What are the characteristics of living things?	**Integrated Theme/Big Idea:** Discovery **Unit:** How My Environment Works **Concepts***:* origin, structure, function and properties of materials **Focus Questions:** What materials and tools are important in our everyday lives?

	and sort objects? How can your senses help you in an emergency? What are some scientific tools that can extend your senses to observe objects in greater detail?	What are the similarities and differences between living things How do living things change over time? In what ways do the offspring of living things resemble their parents? How is the life cycle like a story?	How do the properties of different materials make them useful for different purposes? How do we use technology to solve problems?
ELA	**Integrated Theme/Big Idea:** Observation and Investigation **Unit:** Playing with Language **Concepts/Skills:** phonemic awareness through rhyme/rhythm, concepts of print, poems, nursery songs, picture books and non-fiction materials, expressive language, developing vocabulary skills, expression of ideas and opinions in writing via drawing, dictation, invented spelling **Focus Questions:** What is language? How is oral language structured? How is written language structured? How is oral and written communication alike/different? How does rhythm and rhyme affect the way that we hear and read? How do we organize information?	**Integrated Theme/Big Idea:** Story **Unit:** Storytelling **Concepts/Skills:** characters, settings, and events. compare/contrast, sequencing, telling and retelling, multiple versions of traditional tales **Focus Questions:** What is "story"? How is a story structured? Where do stories come from? How do we organize and share information?	**Integrated Theme/Big Idea:** Discovery **Unit:** Becoming a Researcher **Concepts/Skills:** research, real/fictional, resources, using details, asking questions, finding answers, informative writing, compare/contrast **Focus Questions:** What is research? How does it help us discover? How will asking questions help us to learn more? How do we use literature and informational texts to learn about the world? How do questions (who, what, where, when, why, and how) help us to find more information in books? How do we collect and organize information?
Art	**Unit:** Colorful Me **Concepts**: basic art tools, safety rules	**Unit:** Exploring the World Around Me **Concepts**: point of view,	**Unit:** Telling Stories Through Art **Concepts**: illustration skills,

	for art class, famous artists through self portraits) **Focus Questions:** What media does an artist use to create art? How do you use media safely? What makes some works of art great?	reality and make believe, media choices, comparison of different artworks from different environments and culture **Focus Questions:** Why create art? How does an artist choose the media to use? How does an artist communicate an idea? How does an artist's environment impact their artwork? What makes different artist's artwork different?	art historical critiques, folk tales and student created stories, design elements of art though symbol and museum experiences, stories illustrated in fiction and non-fiction, illustrating the cycle of natural or living thing **Focus Questions:** How does an artist tell a story? What is a symbol? How does an artist represent a living thing? How is learning deepened through the study of visual art? What makes some works of art great?
Spanish	**Unit:** Hello School! **Concepts:** greetings, introductions, numbers, and calendar **Focus Questions:** How are greetings a part of culture? Does practice make perfect? Why do they say it or write it that way? Why can't they say it or write it our way?	**Unit:** My Family Life **Concepts:** colors, family members, parts of the body, weather & clothing **Focus Questions:** What is the connection between the Spanish language and other content areas? Why do they say it/write it that way? Why can't they say it/write it our way?	**Unit:** All Around Me **Concepts:** seasons, shapes, pets, and the animal world **Focus Questions:** What is the connection between the Spanish language and everything all around me?
Health	**Unit:** Emotions and Feelings **Concepts:** needs, wants, feelings, communication skills **Focus Questions:** What are emotions? How do others affect my emotions? Why is it important to communicate effectively with others?	**Unit:** Medicine Safety **Concepts:** benefits and risks of medicine **Focus Questions:** What is medicine and why is it used? Who should I take medicine from?	**Unit:** Tobacco **Concepts:** risks of tobacco, interpersonal communication **Focus Questions:** What is tobacco? How does tobacco affect my body? How do I refuse offers from

	How can I communicate effectively with others?	What is not safe to touch or play with? Is it safe to take medicine at school? **Unit:** Injury Prevention **Concepts:** safety techniques for dealing with strangers, appropriate and inappropriate touch **Focus Questions:** How can I keep myself safe? What are strangers? How should I handle a situation with a stranger?	others? **Unit:** Personal Health and Hygiene **Concepts:** hygiene, regular medical checkups **Focus Questions:** What is personal health? How do I take care of my body? Why is it important to practice effective hygiene techniques?
PE	**Unit:** Space Awareness **Focus Questions:** What are ways to move? What directions can I move? How ca n I move in levels? Why do I need to move safely with others? What are pathways? What is self space? What is general space? **Unit:** Relationships **Focus Questions:** What are relationships? What are different body parts?	**Unit:** Dodging, Chasing and Fleeing **Focus Questions:** How can I catch a fleer? How can I flee a chaser? What is dodging? What are different dodging maneuvers? **Unit:** Jumping and Landing **Focus Questions:** What are the 3 phases of jumping?	**Unit:** Rolling **Focus Questions:** How can I roll? Can I roll in different directions? Can I roll on different objects? What movements can I combine with rolling? Can I roll in different body positions? **Unit:** Kicking **Focus Questions:** How do I kick?

	What are different shapes I can make with my body? How can I balance on different body parts? How can I travel on different body parts? What are different ways to travel? How do I move with equipment? How do I move with other people? **Unit:** Traveling **Focus Questions:** What are different ways to travel? How can I combine traveling with different relationship and effort concepts? What is my favorite way to travel?	What are different ways I can jump? Can I jump over objects? **Unit:** Balancing **Focus Questions:** What is balancing? What is a base of support? Can I balance on different body parts? Can I balance while moving? Can I balance on objects?	What are different ways to kick? How can I kick a ball so it goes towards a target? How can I kick a ball so that it goes far? **Unit:** Throwing **Focus Questions:** How do I throw a ball? What are different ways to throw? How can I throw a ball so it goes towards a target? How can I throw a ball so that it goes far?

Curriculum Scope & Sequence

School: Campus Community Charter School Grade or Course: K - Physical Education

Time Frame Please include: • Unit Title • Approximate time frame to complete the unit	**Theme and Big Idea** Please include: • A short narrative describing the unit understandings and learning expectations	**Delaware Standards Alignment** Please include: • Detailed state level learning targets in each unit of instruction e.g. Delaware Standards (Common Core-Math, ELA), Grade level expectations (ELA, Math, Science Health, P.E. and the elementary level Arts) or proficiency level expectations (World Languages & the secondary level Arts) or benchmarks (Social Studies)	**Essential Questions** Please include: • Unit essential questions aligned to the specified learning targets	**Assessment** Please include: • A plan for balanced student assessment measures e.g. formative, summative
Space Awareness **4 – 60 minute lessons**	- Physically educated students understand that physical activity involves using movement and motor skills. - Physically educated students understand space is both personal and general. - Physically educated students understand there are different rules for different movements. -Physically educated students understand how movement can be influenced by the number of people involved. - Physically educated students understand that movements must be done in a safe manner.	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity	- What are ways to move? - What directions can I move? - How can I move in levels? - Why do I need to move safely with others? - What are pathways? - What is self space? - What is general space?	Formative: - Oral Comprehension Questions - Teacher observation Summative: - Teacher Observation

Relationships **4 – 60 minute lessons**	- Physically educated students understand how concepts of space, effort and relationships affect movements. - Physically educated students understand basic body anatomy and the associated movements.	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression.	- What are relationships? - What are different body parts? - What are different shapes I can make with my body? - How can I balance on different body parts? - How can I travel on different body parts? - What are different ways to travel? - How do I move with equipment? - How do I move with other people?	<u>Formative</u>: - Oral Comprehension Questions - Teacher observation <u>Summative</u>: - Teacher Observation
Traveling **4 – 60 minute lessons**	- Physically educated students understand fundamental characteristics of motor skills.	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings	- What are different ways to travel? - How can I combine traveling with different relationship and effort concepts? - What is my favorite way to travel?	<u>Formative</u>: - Oral Comprehension Questions - Teacher observation <u>Summative</u>: - Locomotor sequences

		Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression.		
Dodging, Chasing and Fleeing **4 – 60 minute lessons**	- Physically educated students understand that dodging, chasing and fleeing is incorporated in a lot of game situations. - Physically educated students understand that physical activity involves using movement and motor skills	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression.	- How can I catch a fleer? - How can I flee a chaser? - What is dodging? - What are different dodging maneuvers?	<u>Formative</u>: - Oral Comprehension Questions - Teacher observation <u>Summative</u>: - Teacher observation Skills checklist
Balancing **4 – 60 minute lessons**	- Physically educated students understand the importance of a base of support. - Physically educated students understand that they can use a variety of body parts to balance on. - Physically educated students understand the fundamental characteristics of balancing.	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities	- What is balancing? - What is a base of support? - Can I balance on different body parts? - Can I balance while moving? - Can I balance on objects?	<u>Formative</u>: - Oral Comprehension Questions - Teacher observation <u>Summative</u>: Skills checklist

		Standard 3: Participates regularly in physical activity Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression.		
Rolling **4 – 60 minute lessons**	- Physically educated students understand the fundamental characteristics of rolling. - Physically educated students understand how space, effort and relationships affect rolling.	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression.	- How can I roll? - Can I roll in different directions? - Can I roll on different objects? - What movements can I combine with rolling? - Can I roll in different body positions?	Formative: - Oral Comprehension Questions - Teacher observation Summative: Rolling Routine
Kicking **4 – 60 minute lessons**	- Physically educated students understand the fundamental characteristics of kicking.	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates	- How do I kick? - What are different ways to kick? - How can I kick a ball so it goes towards a target? - How can I kick a ball	Formative: - Oral Comprehension Questions - Teacher observation Summative: Skill Checklist

		understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression.	so that it goes far?	
Throwing **4 – 60 minute lessons**	- Physically educated students understand the fundamental characteristics of throwing.	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities Standard 3: Participates regularly in physical activity Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings Standard 6: Creates opportunities for health, enjoyment, challenge, self-expression.	- How do I throw a ball? - What are different ways to throw? - How can I throw a ball so it goes towards a target? - How can I throw a ball so that it goes far?	<u>Formative</u>: - Oral Comprehension Questions - Teacher observation <u>Summative</u>: Skill Checklist

Curriculum Scope & Sequence

School__Campus Community__**Grade or Course** _Kindergarten - Social Studies___

Time Frame Please include: • Unit Title • Approximate time frame to complete the unit	**Theme and Big Idea** Please include: • A short narrative describing the unit understandings and learning expectations	**Delaware Standards Alignment** Please include: • Detailed state level learning targets in each unit of instruction e.g. Delaware Standards (Common Core-Math, ELA), Grade level expectations (ELA, Math, Science Health, P.E. and the elementary level Arts) or proficiency level expectations (World Languages & the secondary level Arts) or benchmarks (Social Studies)	**Essential Questions** Please include: • Unit essential questions aligned to the specified learning targets	**Assessment** Please include: • A plan for balanced student assessment measures e.g. formative, summative
Integrated Theme/Big Idea: Observation and Investigation **Unit:** Observing and Investigating My Community **1st trimester - 12 weeks**	Students will start by observing and investigating the communities they are a part of (home, neighborhood, school, Delaware, etc.), the people and roles who make up these communities and their own role. This unit also invites students to think about being a good citizen. **Key Concepts**: community, responsibility, participation, citizenship, teamwork, leadership	**Civics Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government].** **K-3a:** Students will understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them. **Essential for Grades K-1**	What is social studies? What is a community and what communities am I a part of? What can I observe and investigate about my community? What are the roles and responsibilities of significant people at home, at school, and in my community?	Formative Assessments will include teacher observation, classroom discussion, games, writing prompts and role plays. Summative Assessments will require to students to answer the focus questions through a project**.**

		K-3b: Students will understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected. **Essential for Grades K-1** **Civics Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation].** **K-3a:** Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively. **Essential for Grades K-1**	What are my roles and responsibilities? What does it mean to be a good citizen? Why do we need rules?	
Integrated Theme/Big Idea: Story **Unit:** Now and Then **2nd Trimester - 12 weeks**	Students will gain an understanding of chronology as it relates to their everyday lives (calendars, clocks, schedules) and to history. Time concepts will include minute, hour, day; beginning, middle, end; order of the days of the week; order of the months of the year, etc. **Key Concepts**: history, American symbols and celebrations, heritage,	**History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].** **K-3a:** Students will use clocks, calendars, schedules, and written records to record or locate events in time. **Essential for Grade K-1** **History Standard Four: Students will develop historical knowledge**	How does history tell a story? What is my history? What is the history of America? Why are times and dates important? What tools help us understand and describe time?	Formative Assessments will include teacher observation, classroom discussion, writing prompts , and games. Summative Assessments will require to students to answer the focus questions using the tools and concepts taught throughout the unit.

	chronology, calendars, clocks, schedules, minute, hour, day	**of major events and phenomena in world, United States, and Delaware history [Content].** **K-3a:** Students will develop an understanding of the similarities between families now and in the past, including: -- Daily life today and in other times -- Cultural origins of customs and beliefs around the world **K-3b:** Students will develop an awareness of major events and people in United States and Delaware history. -- Who lives here and how did they get here? (immigrants, demographics, ethnic and religious groups) -- Important people in our past -- Different kinds of communities in Delaware and the United States	How do people, places and things change over time? How does one event lead to another?	
Integrated Theme/Big Idea: Discovery **Unit:** The World Around Me **3rd Trimester - 12 weeks**	Expanding from the previous units, this unit asks students to explore the places and things around them, specifically using maps and signs. **Key Concepts:** maps, signs,	**Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].** **K-3a:** Students will understand the nature and	What tools help us discover, understand and describe the world around us? What is a map and how do we use one? How are places similar	Formative Assessments will include teacher observation, classroom discussion, writing prompts , drawings and games. Summative Assessments will require to students to demonstrate that they can

	important places near and far away, alike and different	uses of maps, globes, and other geo-graphics. **Essential for Grade K**-1	and different? What are common signs we see every day and what purpose do they serve?	identify a map and other well known signs, their key features and purpose.

Curriculum Scope & Sequence

School –Campus Communtiy School_ Grade or Course _K -Art____

Time Frame Please include: • Unit Title • Approximate time frame to complete the unit	**Theme and Big Idea** Please include: • A short narrative describing the unit understandings and learning expectations	**Delaware Standards Alignment** Please include: • Detailed state level learning targets in each unit of instruction e.g. Delaware Standards (Common Core-Math, ELA), Grade level expectations (ELA, Math, Science Health, P.E. and the elementary level Arts) or proficiency level expectations (World Languages & the secondary level Arts) or benchmarks (Social Studies)	**Essential Questions** Please include: • Unit essential questions aligned to the specified learning targets	**Assessment** Please include: • A plan for balanced student assessment measures e.g. formative, summative
Colorful Me! **One hour lessons, once a week for twelve weeks-**	**Students learn how to be safe and create artwork about themselves.** **Students will learn and begin experimenting with the classroom art tools and learn the safety rules of the art class.** **Students explore the many ways an artist can create an artwork that represents themselves!** **Students are introduced to famous artists though self portraits.**	**Visual art -Standard 1: Understanding and applying media, techniques and processes** 1.1 GLE Select and use different media, techniques and processes that are used to create works of art (Introduce) 1.3 Use media and tools in a safe and responsible manner (Introduce) **Visual Art Standard 2: Using knowledge of structures and functions** 2.1 GLE-Identify the elements of art (Introduce) **Visual Art Standard 5: Reflecting upon and assessing the**	**What is media and who can be an artist?** **What media does an Artist use to create art?** **How do you use media safely?** **What makes some works of art great?**	**Formative assessments will be exit tickets, home artwork, and show and tell worksheet.** **Summative assessments will be the finished product and artist interview.**

		characteristics and merits of their work and the work of others 5.1 GLE Discuss how individual experiences influence personal works of art (Introduce)		
Exploring the World around me! **One hour a week once a week for 12 weeks.**	**Students will recognize and define that every artwork has a point of view.** **Students will learn to communicate their environmental experiences though multiple stimulus.** **Students will express and apply their own environments in reality and make believe through art production.** **Students will apply media experiences from the first unit to make choice of media to create artwork.** **Students will be learning to compare different artworks**	**Visual art -Standard 1: Understanding and applying media, techniques and processes** 1.1 GLE Select and use different media, techniques and processes that are used to create works of art (Introduce) 1.2 GLE Use selected two-dimensional and three-dimensional media to communicate ideas (Introduce) **Visual Art Standard 2: Using knowledge of structures and functions** 2.1 GLE-Identify the elements of art (Introduce)	**Why create art?** **How does an artist choose the media to use?** **How does an artist communicate an idea?** **How does an artist's environment impact their artwork?** **What makes different artist's artwork different?**	**Formative assessments- I like statement activity and worksheet. Show and tell to parents.** **Summative Assessment - product and Artist statement.**

	from different environments and cultures.	**Visual Art Standard 4: Understanding the visual arts in relation to history and cultures** 4.1 GLE Identify historical and cultural characteristics of works of art (Introduce) 4.2 GLE Describe how the arts and artists influence each other across history and cultures (Introduce)		
Telling Stories through Art! **One hour a week for 12 weeks.**	**Students develop illustration skills though a combination of art historical critiques, folk tales and student created stories.** **Students learn design elements of art though symbol and museum experiences.** **Students look at the difference between stories illustrated in fiction and non-fiction.** **Students learn to illustrate the cycle of natural or living thing.**	**Visual Art Standard 3: Choosing and evaluating a range of subject matter, symbols and ideas** 3.4 GLE Select and use subject matter, symbols and ideas to communicate meaning in works of art (Introduction) 3.5 GLE Describe and differentiate the origins of specific subject matter, symbols and ideas in works of art (Introduction) 3.6 GLE Analyze how the use of subject matter, symbols and ideas are used in works of art (Introduction)	**How does an artist tell a story?** **What is a symbol?** **How does an artist represent a living thing?** **How is learning deepened through a study of visual art?** **What makes some works of art great?**	**Formative assessments - used drawing study and show and tell to parents** **Summative assessments- peer interview, projects produced and artist statements created**

		Visual Arts Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others 5.2 GLE Identify ways the visual arts are used as communication (Introduction) 5.6 GLE Apply visual arts vocabulary when reflecting upon and assessing works of art (Introduction) 5.7 GLE Describe how a work of art can convey a voice of one or a voice of many (Introduction) **Visual ArtsStandard 6: Making connections between visual arts and other disciplines** 6.1 GLE Compare and contrast relationships and characteristics between the visual arts and other disciplines (Introduction) 6.2 GLE Compare the use of technology, media and processes of the visual arts with other disciplines (Introduction)		

Curriculum Scope & Sequence

School Campus Community Elementary Spanish KINDERGARTEN

Time Frame >Unit title	Theme/Big Ideas/ Learner Outcomes	Delaware Standards Alignment	Essential Questions	Assessment
Hello School One hour lessons, once a week for twelve weeks-	Greetings, Introductions & Calendar Students will engage in purposeful greetings and introductions in Spanish. Students will learn Spanish vocabulary, grammar, numbers, and calendar using a thematic approach. Students learn that learning a language involves taking risks, making mistakes and that practice make perfect.	1.1 GLE – Interpersonal Communication -Communicate their names and say hello/goodbye to their teacher. 2.1 GLE – Cultural Practices/Perspectives -Recite and sing songs in Spanish. 3.1 GLE – Connections to Other Disciplines -Reinforce their conceptual learning about number and calendar words. 5.2 GLE – Enjoyment -Students enjoy imitating new sounds.	How are greetings a part of culture? Does practice make perfect? Why do they say it or write it that way? Why can't they say it or write it our way?	Daily/Weekly formative assessments in the form of in class starter Q&A's, KWL Chart, sorting, BINGO and Matching games, Exit Tickets, reciting/singing song/finger plays. Summative Assessments will be written short question and answer test, sorting/matching/indentifying sheets, mini project or poster.
My Family Life One hour lessons, once a week for twelve weeks-	Colors, Family Members, Parts of the Body, Weather & Clothing Students will recognize colors, family members, and parts of body vocabulary. Students will compare weather concepts and clothing to terms and vocabulary used in Spanish.	1.2 GLE – Interpersonal Communication -Students recognize words and show evidence of understanding speech that is repeated and supported by contextual clues. 1.3-2.1 GLE – Presentational Communication/Cultural Practices and Perspectives -Students recite, sing, dance, and draw in Spanish. 3.1 GLE – Connections to Other Disciplines -Students reinforce their concepts use learning about	What is the connection between the Spanish language and other content areas? Why do they say it/write it that way? Why can't they say it/write it our way?	Daily/Weekly formative assessments in the form of in class starter Q&A's, KWL Chart, sorting, BINGO and Matching games, Exit Tickets, reciting/singing song/finger plays. Summative Assessments will be written short question and answer test, sorting/matching/indentifying sheets, mini project or poster.

		colors, family, body, weather, and clothing. **4.2 GLE – Cultural Comparison** **-Students compare artifacts from their culture and the Spanish-speaking culture.** **5.2 GLE – Enjoyment** **-Students have fun. Students enjoy imitating new sounds.**		
All Around Me **One hour lessons, once a week for twelve weeks-**	**Seasons, Shapes, Pets & The Animal World Around Me** **Students will reinforce their conceptual learning about the seasons, shapes, pets, and the animal world.** **Students will become aware that there are different/ similar words to express different/similar words from English to Spanish.**	**1.2 GLE – Interpersonal Communication** **- Students recognize words and show evidence of understanding speech that is repeated and supported by contextual clues.** **1.3-2.1 GLE – Presentational Communication/Cultural Practices and Perspectives** **-Students recite, sing, dance, and draw in Spanish.** **3.1-3.2 GLE – Connections to Other Disciplines/Access to Information** **-Students reinforce their learning about shapes, animals and their habitats/Sing and recite rhymes in Spanish** **4.1-4.2 GLE – Language Comparisons/ Cultural Comparison** **-Students become aware that people use different sounds to express different objects/Compare artifacts in terms of shapes and purpose** **5.2 GLE – Enjoyment** **-Students have fun learning to dance, sing, recite, and respond in Spanish. Students**	**What is the connection between the Spanish language everything all around me?**	**Daily/Weekly formative assessments in the form of in class starter Q&A's, KWL Chart, sorting, BINGO and Matching games, Exit Tickets, reciting/singing song/finger plays.** **Summative Assessments will be written short question and answer test, sorting/matching/indentifying sheets, mini project or poster.**

		enjoy imitating new sounds.		