

MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP

Subject: Living Environment

Grade Kindergarten

Title or Topics (Unit organizing idea)	Science Concepts (Inquiry Question)	Skills (What students actually do)	Content (nouns and noun phrases)	Science Skills	Literacy Connections	Major Assessments (Tests, projects, etc.)	Time Frame (Number of weeks)
Senses	<ol style="list-style-type: none"> 1. What are our senses and organs related to each senses? 2. How can you use your senses to make observations? 3. How do we use our senses to make decisions and choices in our daily lives? 	<ol style="list-style-type: none"> 1. Identify & explore the five senses 2. Observe the parts of the body related to the senses 3. Use descriptive scientific words related to the senses 	<ol style="list-style-type: none"> 1. Five senses (sight, hearing, smell, taste and touch) 2. Sense organs (eyes, ears, nose, mouth and hands) 	<ol style="list-style-type: none"> 1. Identify and explore the five senses. Describe and identify objects by their color, shape, and size. Describe, listen to, and identify sounds. Describe and identify things by smell. Describe and identify how foods taste. Use the senses to gather information. Describe and classify things by texture. Use the sense of touch to match textures. Classify things by texture. 2. Observe body parts related to the senses. 3. Show how each organ associated with a sense helps us perform specific functions. 4. Use descriptive scientific words related to the senses when observing and describing objects. 	<ol style="list-style-type: none"> 1. Reading and Writing for Information: shared writing. KWL Chart of 5 senses. 2. Reading and Writing for Critical Analysis: shared literature and discussion (see D1 of T edition). Graphic organizer to classify 5 senses and function. 3. Reading and Writing for Social Interaction: partner activity – record and describe observations during exploration centers. Journal – draw and label favorite food. Share picture and describe how food look, smells, feels, and taste. 		

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Plants	1. What does a seed need to grow?	1. Communicate that living things grow 2. Classify that living things Grow 3. Classify living & non-living things 4. Identify plant parts 5. Relate the plant parts to its life cycle 6. Identify the needs of Plants	1. Seed, plant 2. Air, light, soil, water 3. Leaf, root, stem	1. Read aloud – to introduce plants → Example: Bit by Bit by Virginia Arnold. 2. Plant a seed. 3. Observe and communicate how living things change and grow. 4. Observe several types of seeds and how they move. 5. Experiment and observe the different conditions which effect whether a seed sprouts. 6. Identify plant needs. 7. Identify ways to care for plants. 8. Explain how plants will get their needs. 9. Identify and label plant parts. 10. Articulate the jobs of plant parts. 11. Observe the life cycle from seed to plant. 12. Draw stages of life cycle. 13. Sing about plant parts.	1. Introduce each topic with a fiction or non-fiction. 2. Introduce each topic with a fiction or non-fiction. 3. Introduce each topic with a fiction or non-fiction.		

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Animals	<ol style="list-style-type: none"> 1. What is the difference between living and non-living? 2. What do animals need to live 3. What are ways that body coverings help animals 4. How are adult and baby animals alike and different? 5. How are some animal behaviors influenced by environmental conditions (seasons). 	<ol style="list-style-type: none"> 1. Communicate that living things grow 2. Classify living & non-living things 3. Describe animal Coverings 4. Classify animals according to their covering 5. Identify the basic needs of animals 6. Analyze how the coverings help to meet the animals needs 7. Compare & contrast similarities/differences between adult & baby animals 	<ol style="list-style-type: none"> 1. Animals, plants, non-living, living things 5.1a, 1.2a, 1.1c, 1.1d 2. Food, air, water, shelter 1.1a, 1.2a, 3.2a 3. Feather, fur, scales, wings, tail, shell 3.2a, 3.1c, 5.1b, 5.1b, 5.2e 4. Adult, baby 2.2a, 4.2a, 4.1g, 4.1f, 4.1e 5. Hibernation, migration, nests and fur 3.1z, 3.1c, 3.2a, 5.2f, 5.2e 	<ol style="list-style-type: none"> 1. Develop an understanding that living things grow and change. Identify living things. Classify living and non-living. 2. Discuss ways to get food, air, water and shelter they need to survive. Observe what each animal does through different types of media. Explain how animals get the things they need. 3. Observe animal coverings. Sort animal coverings with a variety of body coverings. 4. Identify baby and adult animals. Describe how some animals care for their babies. Compare and contrast similarities and differences between adult and baby animals. 5. Describe how animal coverings change throughout the year. Identify animals that hibernate and migrate 	<ol style="list-style-type: none"> 1. Class Book – living and non-living 2. Make the shelter for animal, share and display 3. Read about different animal coverings 4. Adult and baby animal book 5. Critical Analysis of the poem “Something Told the Wild Geese” 		