

P. S. 94 K-5 Curriculum Map 2015-2016 KINDERGARTEN

Curriculum & Transdisciplinary Themes	Who We Are		Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves		Sharing the Planet	
	DOMAIN/UNIT 1 SEPT/OCT	DOMAIN/UNIT 2 NOV	DOMAIN/UNIT 3 DEC/JAN	DOMAIN/UNIT 4 JAN	DOMAIN/UNIT 5 FEB/MARCH	DOMAIN/UNIT 6 MARCH/APRIL	DOMAIN/UNIT 6 APRIL/MAY	DOMAIN/UNIT 7 MAY MAY/JUNE	
Project Based Learning	ELA- Performance During October Parent as Learning Partners	SOCIAL STUDIES- Family Tree	SCIENCE- Racetracks (What makes a car go?)	MATHEMATICS- Classroom (RUG SIZE) Addition and Subtraction Board Game	ELA- School/Classroom Garden	SOCIAL STUDIES- Classroom Economy A. Money System B. Store Responsibilities C. Earning money system	SCIENCE- Lifecycle of an Animal (Hatching Chickens, Butterflies, Fish)	MATHEMATICS- Pattern Quilts	ELA- Public Service Announcements about how to take care of the earth: A. Ads B. Commercials C. Pamphlets
NYS K - 8 Social Studies Framework & NYC Scope and Sequence	Self & Others								
	Self and Others: Individual Development and Cultural Identity (Time, Continuity and Change)			Citizens Understanding Civic Ideals and Practices		Economic Systems		Geography, People and the Environment	
Essential Question	How are people the same and different?			What makes a community? What does it mean to be a member of a community?		How do people make choices?		How do people adapt to their environment?	
Social Studies PENDING									
Core Knowledge: Listening and Learning Strand	Nursery Rhymes and Fables 8 Weeks	The Five Senses 4 Weeks	Stories 4 Weeks	Kings and Queens 3 Weeks	Plants 5 Weeks	Farms 5 Weeks	Native Americans 2 Weeks	Seasons and Weather 3 Weeks	Taking Care of the Earth 4 Weeks
Essential Question	How do nursery rhymes make us better readers and writers?	How do we learn about the world around us?	How do the elements of a story help us become better readers and writers?	How are royal families different from my own family?	What do plants need to thrive? How do the parts of the plant help the plant to grow?	How do farmers meet the needs of farm animals?	How are Native American tribes different or similar to us?	How does weather affect our daily living?	How can we care for our environment?

Lessons	1A, 2A, 2B, 3A, 4A, 5A, 6B, 9A, 10, 11, 12	1,2,3,4,5,6,8	1,2,3,7,8,9 Little Red Riding Hood	1,3,6,7,8	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6,7,8,9	1,2,4,6,8	1,2,3,4,5,7,8	1,2,3,4,5,7,10
	5A, 6B, 7A, 10, 11, 12	1, 2, 5	2, 3, 9 Little Red Riding Hood SiMaGuan Juan Bobo The Ugly Duckling	1, 3, 7, 8	1, 2, 3, 4, 6, 10	1, 2, 5, 6, 7, 9	1	1, 2, 3, 4, 5	1, 2, 3, 4, 5
Core Knowledge: Listening and Learning Strand Skills	I can listen to and ask questions about different nursery rhymes (RL.K.1 & RL.K.5) I can use pictures to help me understand and talk about different nursery rhymes. (RL.K.7) I can raise my hand and speak clearly. (SL.K.6) I can use the new vocabulary I have learned in my reading, writing, and speaking (L.K.6)	I can identify the main topic of a text and retell at least one key detail. (RI.K.2) I can listen to an informational text and make self-to text connections. (RI.K.3) I can say more about the topic. (SL.K.4) I can use the new vocabulary I have learned in my reading, writing, and speaking (L.K.6) I can use question words to ask questions when I do not understand. (K.L.1D & SL.K.3)	I can identify the characters in a story. (RL.K.3) I can identify the setting in a story. (RL.K.3) I can retell the plot of a story. (RL.K.2) I can draw pictures to help give more details about the story I'm telling. (SL.K.5) I can use complete sentences in my speaking and writing. (L.K.1)	I can identify and discuss the character, setting, and plot of familiar fairy tales. (RL.K.3) I can compare and contrast different types of texts. (RL.K.5) I can compare and contrast the adventures of the characters in different fairy tales. (RL.K.6) I can express my feelings and opinions clearly. (SL.K.6) I can define and explain the meaning of new vocabulary words (L.K.4)	I can ask and answer questions about key details in an informational text. (RI.K.1) I can ask and answer questions about the new vocabulary in an informational text. (RI.K.4) I can use question words to ask questions when I do not understand. (K.L.1D & SL.K.3) I can use different words to be more specific in my speaking and writing (L.K.5D) I can use complete sentences in my speaking and writing. (L.K.1)	I can identify the main topic of a text and retell at least two key details. (RI.K.2) I can listen to an informational text and make self-to text and text-to text connections. (RI.K.3& RI.K.9) I can draw pictures to help give more details about the information I'm presenting. (SL.K.5) I can say more about the topic. (SL.K.4) I can identify and categorize all the foods grown on a farm. (L.K.5A)	I can compare and contrast the lifestyle and culture of different Native American tribes. (RI.K.3) I can compare and contrast how Native Americans lived long ago to how we live today (RI.K.3) I can use question words to ask questions when I do not understand. (K.L.1D & SL.K.3) I can use the new vocabulary I have learned in my reading, writing, and speaking (L.K.6)	I can explain how two texts show the same information differently (RI.K.9). I can explain why the author felt it was important to write this text. (RI.K.8 & SL.K.3) I can express my feelings and opinions clearly. (SL.K.6) I can use different words to be more specific in my speaking and writing (L.K.5D)	I can use information from different texts to support my opinion (RI.K.9). I can explain why the author felt it was important to write this text. (RI.K.8 & SL.K.3) I can express my feelings and opinions clearly. (SL.K.6) I can use different words to be more specific in my speaking and writing (L.K.5D) I can use the new vocabulary I have learned in my reading, writing, and speaking (L.K.6)
	I can actively engage in both fictional and non-fictional read alouds by listening attentively and following rules for classroom discussion (RL.K.10, RI.K.10, SL.K.1)								
Trips	Public Library Trip- Student and Parent Trip	Children's Museum- Sensory Play	Puppet Works	Puppet Works or Broadway Show	Brooklyn Botanical Garden Indoor Plant Ecosystem	Green Acre Farm or Prospect Park Zoo	Museum of the American Indian	Visit Weather Station	Transit Museum

Writing	Narrative ELA Portfolio Piece Pre/Post Think, draw and write all about your favorite nursery rhyme.	Informational NLA Portfolio Piece Pre/Post- How do our five senses help us learn about the world?	Narrative Pre/Post- Think, draw and write a story with characters, a setting and a plot.	Narrative Pre/Post- Think, draw and write a fictional story about a royal family.	Informational ELA Portfolio Piece Pre/Post- Draw and label the parts of a plant. Tell and write how the parts of a plant help the plant to grow.	Informational NLA Portfolio Piece Pre/Post- How do farmers meet the needs of farm animals and people?	Informational Pre/Post- Choose a Native American tribe. Draw, write and label facts about the Native American tribe.	Opinion NLA Portfolio Piece Pre/Post- Choose your favorite season and write why it is your favorite season.	Opinion ELA Portfolio Piece Pre/Post- Write reasons why you think it is important to care for the earth.
Essential Question	How should I write?	How can I write about the world around us?	How do the elements of a story help us become better writers?	How can I include details about my characters and plot to be a better writer?	How can I include key details and facts about a topic to be a better writer?	How can I write more about my topic?	How can I write an introduction and conclusion to make my writing more interesting?	How can I write to share my opinion about a topic?	How can I write to share my opinion and support it with facts and reasons?
Writing Pathways Skills	I can tell, draw, and label my story. (W.K.3 & SL.K.5) I can read my writing. (RF.K.3) I can use the word wall to help me spell. (L.K.1) I can use lowercase letters unless it is a name. (L.K.1) I can write a letter for the sounds I hear. (L.K.2)	I can tell, draw, label and write about a topic I know (W.K.8 & SL.K.5). I told what my topic was. (W.K.2) I can read my writing. (RF.K.3) I can write capital letters to start every sentence. (L.K.2) I can put spaces between words. (L.K.2) I can use punctuation to end my sentences. (L.K.2)	I can tell, draw, label and write a whole story. (W.K.3 & SL.K.5) I can write across pages. (W.K.3) <i>I can write a beginning for my story. (W.1.3)</i> <i>I can write an ending for my story. (W.1.3)</i> I can put my pages in order. (W.K.5)	I can tell, draw, label and write a whole story. (W.K.3 & SL.K.5) I can write across pages. (W.K.3) <i>I can write a beginning, middle and end of my story. (W.1.3)</i> I can write details about my characters. (W.K.5) I can write details about my plot. (W.K.5)	I can tell, draw, label and write about a topic. (W.K.2 & SL.K.5) I told what my topic was. (W.K.2) I can write across pages. (W.K.2) <i>I can write key facts and details about my topic. (W.1.5)</i> <i>I can write an introduction. (W.1.2)</i>	I can tell, draw, label and write about a topic. (W.K.2 & SL.K.5) I told what my topic was. (W.K.2) I can write across pages. (W.K.2) <i>I can put different information about the same topic on different pages. (W.1.5)</i> <i>I can write a conclusion. (W.1.2)</i>	<i>I can tell, draw, label and write to teach about a topic. (W.1.7 & SL.K.5)</i> I told what my topic was. (W.K.2) I can write across pages. (W.K.2) <i>I can put different information about the same topic on different pages. (W.1.5)</i> <i>I can write an interesting introduction and conclusion. (W.1.5)</i>	I can tell, draw, label, and write my opinion about a topic. (W.K.1 & SL.K.5) I can write my opinion in my introduction. (W.K.1) I can use the word because to tell why I have this opinion. (W.K.1) <i>I can write a conclusion that restates my opinion. (W.1.1)</i>	I can tell, draw, label, and write my opinion about a topic. (W.K.1 & SL.K.5) <i>I can write an interesting introduction. (W.1.5)</i> I can give at least two reasons to support my opinion. (W.K.1) I can put different reasons for my opinion on different pages. (W.K.5) <i>I can write a conclusion that restates my opinion. (W.1.1)</i>
Core Knowledge: Skills Strand	Concepts of Print		Letter-Sound Recognition		Reading CVC Words	Reading Phrases and Sight Words		Digraphs, Consonant Blends and Long Vowels	

Essential Question	What is a book and how can I use it to learn?		What are letters and sounds and how can I use them to read?		What are words and how can I use them to read?	What are sentences and how can they help me to understand what I read?	How can I decode more difficult words to help me read more difficult books?		
ELA Scaffolds	Repetitive Language Patterns Think Alouds Model Conversations Language Convention Charts Real Visuals Vocabulary Word Display Letter/Word Centers Music Physical Movement Activities	Repetitive Language Patterns Think Alouds Model Conversations Real Visuals Letter/Word Centers Graphic Organizers Vocabulary Word Display Videos Music Language Convention Charts	Small Group 1:1 Intervention Think Alouds Model Conversations Conversation Starters Videos Music Guided Reading Word Work Centers Graphic Organizers Vocabulary Word Display Sequence Centers Sentence Starters Model Writing Piece	Small Group 1:1 Intervention Think Alouds Model Conversations Conversation Starters Videos Music Guided Reading Word Work Centers Graphic Organizers Vocabulary Word Display Sequence Centers Sentence Starters Model Writing Piece Structure and Development Charts	Small Group 1:1 Intervention Think Alouds Model Conversations Self Editing Checklist Writing Process Model Structure and Development Charts Conversation Stems Graphic Organizers Vocabulary Word Display Guided Reading Real Life Models Model Writing Piece Videos Music	Small Group 1:1 Intervention Think Alouds Model Conversations Self Editing Checklist Writing Process Model Structure and Development Charts Conversation Stems Graphic Organizers Vocabulary Word Display Guided Reading Real Life Models Model Writing Piece Videos Music	Small Group 1:1 Intervention Think Alouds Model Conversations Self Editing Checklist Writing Process Model Structure and Development Charts Conversation Stems Graphic Organizers Vocabulary Word Display Guided Reading Real Life Models Model Writing Piece Videos Music	Small Group 1:1 Intervention Think Alouds Model Conversations Self Editing Checklist Writing Process Model Structure and Development Charts Graphic Organizers Conversation Stems Vocabulary Word Display Guided Reading Real Life Models Model Writing Piece Videos Music	Small Group 1:1 Intervention Think Alouds Model Conversations Self Editing Checklist Writing Process Model Structure and Development Charts Conversation Stems Vocabulary Word Display Conversation Stems Graphic Organizers Vocabulary Word Display Guided Reading Real Life Models Model Writing Piece Videos Music
	Write Source pgs 6, 7, 8, 9, 16, 17, 50, 62, 63, 64, 65, 72, 73, 82-95	Write Source pgs 10, 11, 12, 13, 14, 15, 38, 39, 42, 43, 80, 81, 82-95	Write Source pgs 28, 29, 40, 41, 44, 45, 58, 59, 76, 77, 82-95	Write Source pgs 20, 21, 36, 37, 60, 61, 82-95	Write Source pgs 48, 49, 78, 79, 82-95	Write Source pgs 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35, 74, 75	Write Source pgs 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34	Write Source pgs 68, 69, 70, 71	
enVisions Mathematics & Exemplars	September 14-October 7 Topic One to Five	Oct 8-23 Topic 3 Six to Ten Oct 26-Nov 10 Topic 2 Comparing and Ordering 0 to 5	Nov 12-Nov 30 Topic 4 Comparing and Order 0 to 10	Dec 1- Dec 8 Topic 5 Classify and Count Data Dec 9- Jan 8 Topic 6 Understand Addition	Jan 11- Jan 29 Topic 7 Understand Subtraction Feb 1- Feb 29 Topic 8 More Addition and Subtraction	Mar 1-Mar 18 Topic 9 Count Numbers to 20 Mar 21- April 8 Topic 10 Compose and Decompose Numbers 11-19	April 11- May 4 Topic 11 Count Numbers to 100 May 5-May 17 Topic 12 Identify and Describe Shapes	May 18-May 27 Topic 13 Analyze, Compare and Create Shapes May 31- June 8 Topic 14 Describe and Compare Measurable Attributes	Jun 10-Jun 28 Form RTI Groups

Assessments	Placement Test Topic 1 Test	Topic 3 Test 1 Task -K.CC.5 Topic 2 Test 1 Task- K.CC.5	Topic 4 Test 4 Tasks- K.CC. 6 Summative Task- Mikes Marbles	Topic 5 Test 1 Task- K.CC.6 Topic 6 Test 1 Task -K.OA.1	Topic 7 Test 4 Tasks- K.OA.2 Summative Task- Crackers on a Plate Topic 8 Test 2 Tasks- K.OA.3 1 Task -K.OA.4	Topic 9 Test 2 Task -K.CC.7 Topic 10 Test 4 Tasks-K.NBT.1 Summative Task- PaperPlates	Topic 11 Test 3 Tasks- K.CC.1 1 Task K.CC. 5 Summative Task- Pennies in a Jar Topic 12 Test	Topic 13 Test 1 Task- K.G. 4 Topic 14 Test Combine K.MD.3 Tasks with lessons	End of Year Assessment Addition and Subtraction Fluency Assessment
Science Scope and Sequence	Trees Through the Seasons		Exploring Properties			Trees Through the Seasons	Animals		
Essential Question	What are some changes we see in trees during the year?		How do observe and describe objects?			What are some changes we see in trees during the year?	What are animals?		
SCIENCE PENDING									