

Curriculum Map

Subject: Science	Grade Level: K	Sixth Week: 1 <sup>st</sup>	Week: 1									
Instructional Focus Summary	Introduction to school environment											
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>K.1 Scientific processes. The student participates in classroom and field investigations following home and school safety procedures.  <u>(A) demonstrate safe practices during classroom and field investigations</u></p> <p><u>K.4 Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured</u>  <u>(A) identify and use senses as tools of observation</u></p>											
Concepts/ Vocabulary	<p>Introduction to school; Needs environment</p> <p>Sorting/Classifying</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">cafeteria</td> <td style="width: 33%;">hallway</td> <td style="width: 33%;">classroom</td> </tr> <tr> <td>office</td> <td>P.E.</td> <td>playground</td> </tr> <tr> <td>library</td> <td>learning centers</td> <td></td> </tr> </table>			cafeteria	hallway	classroom	office	P.E.	playground	library	learning centers	
cafeteria	hallway	classroom										
office	P.E.	playground										
library	learning centers											
Resources	School building											
Instructional Activities	<p>Tour of school environment</p> <p>Practice naming places in the school environment</p>											
Assessment												
Integration												
Intervention	Waterford Lab											
Extension	Waterford Lab											

Subject: Science	Grade Level: K	Sixth Week: 1 <sup>st</sup>	Week: 2
Instructional Focus Summary	Sorting/Classifying		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b> <u>(Power TEKS/Student Expectations are Underlined)</u>	K.5 Science concepts. The student knows that organisms, objects, and events have properties and patterns. (A) describe properties of objects and characteristics of organisms  K.6 Science concepts. The student knows that systems have parts and are composed of organisms and objects. <u>(A) sort organisms and objects into groups according to their parts and describe how the groups are formed</u>		
Concepts/ Vocabulary	not color sort classify		
Resources	Pictures of animals Color cards/objects		
Instructional Activities	Sort/classify animals (Is it a cat? Or not?) Sort/classify objects by color		
Assessment			
Integration			
Intervention	Waterford Lab		
Extension	Waterford Lab		

Subject: Science	Grade Level: K	Sixth Week: 1 <sup>st</sup>	Week: 3
Instructional Focus Summary	Observe and explore magnets and magnifying glasses		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>K.2 Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom.  <u>(B) plan and conduct simple descriptive investigations</u>  (C) gather information using simple equipment and tools to extend the senses</p> <p>K.4 Scientific processes. The student uses <u>age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.</u>  <u>(B) make observations using tools including hand lenses, balances, cups, bowls, and computers</u></p> <p>K.5 Science concepts. The student knows that organisms, objects, and events have properties and patterns.  (A) describe properties of objects and characteristics of organisms</p>		
Concepts/ Vocabulary	not color sort classify magnifying glass magnets		
Resources	Magnets Magnifying glasses		
Instructional Activities	Free exploration of magnets and magnifying glasses in centers		
Assessment	Pre and Post Assessment Plans		
Integration	Content integration among disciplines		
Intervention	Waterford Lab		
Extension	Waterford Lab		

Subject: Science	Grade Level: K	Sixth Week: 1 <sup>st</sup>	Week: 4								
Instructional Focus Summary	Observe and explore magnetic properties										
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>K.2 Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom.</p> <p>(A) ask questions about organisms, objects, and events            (B) plan and conduct simple descriptive investigations            (C) gather information using simple equipment and tools to extend the senses            (D) construct reasonable explanations using information            (E) communicate findings about simple investigations</p> <p><u>K.4 Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.</u>  <u>(B) make observations using tools including hand lenses, balances, cups, bowls, and computers</u></p> <p>K.5 Science concepts. The student knows that organisms, objects, and events have properties and patterns.            (A) describe properties of objects and characteristics of organisms</p>										
Concepts/ Vocabulary	<table border="0"> <tr> <td>non</td> <td>color</td> </tr> <tr> <td>sort</td> <td>classify</td> </tr> <tr> <td>magnets</td> <td>magnetic</td> </tr> <tr> <td>non-magnetic</td> <td></td> </tr> </table>			non	color	sort	classify	magnets	magnetic	non-magnetic	
non	color										
sort	classify										
magnets	magnetic										
non-magnetic											
Resources	Magnetic and non-magnetic objects										
Instructional Activities	Investigate and classify of objects as magnetic and non-magnetic Record findings of investigation										
Assessment											
Integration											
Intervention	Waterford Lab										
Extension	Waterford Lab										

Subject: Science	Grade Level: K	Sixth Week: 1 <sup>st</sup>	Week: 5
Instructional Focus Summary	Identify basic needs of pets		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>K.2 Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom.</p> <p>(A) ask questions about organisms, objects, and events</p> <p>(E) communicate findings about simple investigations</p> <p>K.5 Science concepts. The student knows that organisms, objects, and events have properties and patterns.</p> <p>(A) describe properties of objects and characteristics of organisms</p> <p>K.9 Science concepts. The student knows that living organisms have basic needs.</p> <p>(A) identify basic needs of living organisms</p>		
Concepts/ Vocabulary	<p>non</p> <p>sort</p> <p>classify</p> <p>needs</p> <p>pets</p> <p>shelter</p>		
Resources	<p>Books and pictures about pets</p> <p>Paper and crayons</p>		
Instructional Activities	<p>Draw favorite pet that illustrates basic needs (food, water, shelter)</p>		
Assessment			
Integration			
Intervention	<p>Waterford Lab</p>		
Extension	<p>Waterford Lab</p>		

Subject: Science	Grade Level: K	Sixth Week: 1 <sup>st</sup>	Week: 6
Instructional Focus Summary	Using senses Observing and identifying change as it occurs		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>K.2 Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. (A) ask questions about organisms, objects, and events (E) communicate findings about simple investigations</p> <p><u>K.4 Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.</u> <u>(A) identify and use senses as tools of observation</u></p> <p>K.5 Science concepts. The student knows that organisms, objects, and events have properties and patterns. (A) describe properties of objects and characteristics of organisms</p> <p>K.7 Science concepts. The student knows that many types of change occur. (A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement (B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature</p>		
Concepts/ Vocabulary	smell odor aroma observe change		
Resources	Crock pot Ingredients for chicken and rice		
Instructional Activities	Make chicken and rice		
Assessment			
Integration			
Intervention	Waterford Lab		
Extension	Waterford Lab		