Kindergarten Curriculum Guide

7/28/16

CVSD ELA Scope and Sequence

Kindergarten		Reading Informational Text and Literature	Writing	Foundational Skills and Speaking/Listening
Units	**Timeline**	**Priority Standards**	**Priority Standards**	**Priority Standards**
Unit 1	Trimester 1	CC.1.3.K.A	W.K.1	CC.1.1.K.B
		CC.1.3.K.C	L.K.1	CC.1.1.K.C
			L.K.2	CC.1.1.K.D
Unit 2	Trimester 2	CC.1.2.K.A	W.K.2	CC.1.1.K.C
		CC.1.3.K.A	W.K.5	CC.1.1.K.D
		CC.1.3.K.C	L.K.1	
			L.K.2	
Unit 3	Trimester 3	CC.1.2.K.A	W.K.3	CC.1.1.K.D
		CC.1.3.K.A	W.K.5	
		CC.1.3.K.C	L.K.1	
			L.K.2	

ELA Priority Standards ~ Kindergarten

CCSS	PA Core	Foundational Skills
RF.K.1	CC.1.1.K.B	Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper and lower case letters of the alphabet (ONLY ASSESSING THIS PART OF STANDARD)
RF.K.2	CC.1.1.K.C	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
RF.K.3	CC.1.1.K.D	Know and apply grade level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one- to one letter-sound correspondence. • Associate the long and short sounds with common spellings for the five major vowels. • Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
		Reading Informational Text
RI.K.2	CC.1.2.K.A	With prompting and support, identify the main idea and retell key details of text.
		Reading Literature
RL.K.2	CC.1.3.K.A	With prompting and support, retell familiar stories including key details.
RL.K.3	CC.1.3.K.C	With prompting and support, identify characters, settings, and major events in a story.
		Writing
W.K.1	CC.1.4.K.G-J	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...).
W.K.2	CC.1.4.K.A-D	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.3	CC.1.4.K.B, M-P	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.
W.K.5	CC.1.4.K.E & T	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
L.K.1	CC. 1.4.K.F,L & R	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Print all upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.2	CC. 1.4.K.F,L & R	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. e. Spell grade-level word wall words.

CVSD ELA Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard
RF.K.1	CC.1.1.K.B - Demonstrate understanding of the organization and basic features of print. • Follow words left to right, top to bottom, and page by page. (taught but not tested) • Recognize that spoken words are represented in written language by specific sequences of letters. (taught but not tested) • Understand that words are separated by spaces in print • Recognize and name all upper and lower case letters of the alphabet

Taught in Unit(s)

Units 1 (Trimester 1)

Explanation/Example of Standard

Students will understand basic print features. They will learn that:

- books have a correct position that we use to read
- print has specific directionality
- print has meaning and is made up of letters

Use questions and prompts such as:

- Show me where to begin reading. Where do I go from there? After that?
- Which page do I read first?
- Point to the words as I read.
- Does that match (1 to 1)? or Make that match.

Common Misconceptions

Directionality of Print. Written words represent spoken words. Written words are separated by space. (Word boundaries) 1 to 1 word matching. Name all upper and lowercase letters in the alphabet.

Big Idea(s)	Essential Question(s)
Effective readers use appropriate skills to learn to read words in order to construct meaning.	• What do I need to know about texts, letters, and words before I read and understand texts/stories?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• directionality of print • books have a correct position • print has meaning and is made up of letters • words are separated by spaces in print • recognize spoken words are represented in written language by specific sequence of letters	• Student points to where to begin reading and tracks print left to right, top to bottom, and page to page. • One-to-one correspondence for words by pointing to words as they read. • Name all upper and lower case letters.

I Can Statements

- I can name all the upper and lowercase letters of the alphabet.
- I can hold a book and turn the pages.
- I can match 1 word in the text to 1 word I read. OR I can point to each word as I read.
- I can show you where to start reading.
- I can show you where to start reading a page.

CVSD ELA Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard
RF.K.2	CC.1.1.K.C - Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

Taught in Unit(s)

Unit 1 and 2

Explanation/Example of Standard

- Use questions and prompts such as: Which word rhymes with this one? Clap the syllables in this word. Say each sound you hear in this word slowly. What do you hear at the beginning of this word? What do you hear next? At the end?

Common Misconceptions

- Teach students to recognize rhyming words and given a word the student will produce a word that rhymes.
- Students will clap out the syllables in words. Students will count the syllables in words.
- Students will learn to blend individual sounds into a single syllable word. Students will be able to segment or isolate the individual sounds of a single syllable word.
- Given a one syllable word, the students will be able to change either the initial, medial, or ending sound and make a new word.

Big Idea(s)	Essential Question(s)
Effective readers use appropriate skills **to learn to read words in order** to construct meaning.	• What do I need to know about letters and the sounds they produce in order to read and understand words?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• Rhyming words • Syllables in spoken words • Onsets and rimes of single-syllable words • Initial, Medial vowel, and final sound in three-phoneme (CVC) words	• State if two words rhyme • State a word that rhymes with a given word • Clap syllables in a given word • Given a CVC word, students can identify the sound of each letter and pronounce the word

I Can Statements

- I can recognize rhyming words.
- I can tell you a word that rhymes with another word.
- I can count and clap out the syllables in a word.
- I can blend and divide onsets and rimes of a one syllable word.
- I can tap out the first, middle, and last sound in a one syllable word.
- I can change the consonant sound or a vowel sound to make a new word.

CVSD ELA Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard
RF.K.3	CC.1.1.K.D - Know and apply grade level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one- to one letter-sound correspondence. • Associate the long and short sounds with common spellings for the five major vowels. • Read grade level high-frequency sight words with automaticity. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (Taught but not tested)

Taught in Unit(s)

Units 1-3

Explanation/Example of Standard

Students continue learning specific strategies for decoding words in texts. Learning letter-sound correspondence, vowel patterns, and high frequency words enhances decoding, spelling ability, and vocabulary development.
Use questions and prompts such as:

- Does that sound right?
- Does that look right?
- Does that make sense?
- Look at the word, does it look like…?
- You said…does it look like…?
- Look at the beginning of that word, can you get it started?

Common Misconceptions

Sight words do not follow the same phonetic guidelines as normal words and cannot all be sounded out (decoded). They must be read with automaticity. More than one letter can represent a single sound (ex. digraphs th, sh).

Big Idea(s)	Essential Question(s)
Effective readers use appropriate skills **to learn to read words in order** to construct meaning. Effective writers can write some words with automaticity so that they can focus on writing content.	• What do I need to know about texts, letters, and words before I read and understand texts/stories? • How will knowing how to spell some words help me with my writing?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• Letter sound correspondence • Vowel sounds- long and short • High frequency word fluency • Letter sound variations change words	• Students' reading matches written text (You said…Does it look like…) (Does it look right?) • Students can decode and encode words with long and short vowels. • Students can read high-frequency words with automaticity. • Students accurately decode similar words (cat, mat)

	• Students can write some words without assistance

I Can Statements

- I can make the most common sound for each consonant.
- I can make the short and long sounds for the 5 major vowels.
- I can read high frequency sight words.
- I can recognize the difference between words that look similar by telling you the sound of the letter that differ. (The difference between cat and cap or cat and rat.)

CVSD ELA Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard
RI.K.2	CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.

Taught in Unit(s)

Units 2-3

Explanation/Example of Standard

With assistance, students will understand what key details are and be able to ask and answer questions about them. They should be able to state the main idea in their own words. At this level, students are required to tell how two individuals, events, ideas or information are linked together. Use questions and prompts such as:

- Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text.
- What is the main idea of this text?
- Can you find one of the important ideas in this text? Can you find another important idea?
- Can you tell me how these two ideas are the same? Can you tell me how they are different?

Common Misconceptions

- Students may struggle with purpose for reading. (Tell them we read non-fiction books to gather information.)
- Students tend to respond to questions with single word answers. (Encourage students to extend their responses (e.g. state "Tell me more about…"). Ask "how" and open-ended questions.)

Big Idea(s)	Essential Question(s)
Good readers use appropriate tools to construct meaning. Good readers retell the main idea and details of non-fiction texts.	• What are the features of non-fiction texts? • What is the main idea? • Why do we read non-fiction texts? • How do non-fiction text features and illustrations help us make sense of the text?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• Non-fiction text types (sequence e.g. life cycle, problem/solution, compare/contrast, procedural e.g. recipes) • Main idea • Key details • Retelling • Difference between details and main idea • Text features and illustrations	With prompting and support: • Tell the main idea • Provide key details • Retell the main idea and details • Use text features and illustrations to provide details

I Can Statements

I can tell the main topic and details in a nonfiction book.

I can tell how people, events or ideas are connected.

CVSD ELA Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard
RL.K.2	CC.1.3.K.A - With prompting and support, retell familiar stories including key details.

Taught in Unit(s)

Units 1-3

Explanation/Example of Standard

With assistance, students will understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. They also have to be able to recognize and name elements in a story. Use questions and prompts such as:

- Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story?
- Can you find the part that tells where the story takes place (picture or words)?
- Who was in the story? Can you find (picture or words) this character?

Common Misconceptions

- Young students may give too much detail when retelling a story and attempt to tell it word for word. What the teacher is trying to develop within the student is the ability to summarize and eventually synthesize texts. Teachers should model their own metacognition by 'thinking aloud' as they read stories to the class. (i.e. "The fairy godmother told Cinderella that she had to be home by midnight. I think that is going to be an important detail that will help me understand what happens next.")
- Students tend to respond to questions with single word answers. (Encourage students to extend their responses (e.g. state "Tell me more about…"). Ask "how" and open-ended questions.)

Big Idea(s)	Essential Question(s)
Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	• Who are the characters? • What is the setting? • What are the major events in order? • What was the problem and how was it solved?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• Characters • Setting- time and place • Major events in proper sequence (beginning, middle, end) • Problem/Solution • Textual features inform meaning	With prompting and support • Tell the characters in a text • Explain the setting of a text including the time and place • Retell the major events from the beginning, middle, and end including the problem and solution. • Recognize that pictures in text convey meaning

I Can Statements

I can retell a story.

CVSD ELA Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard
RL.K.3	CC.1.3.K.C - With prompting and support, identify characters, settings, and major events in a story.

Taught in Unit(s)

Units 1-3

Explanation/Example of Standard

With assistance, students will understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. They also have to be able to recognize and name elements in a story. Use questions and prompts such as:

- Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story?
- Can you find the part that tells where the story takes place (picture or words)?
- Who was in the story? Can you find (picture or words) this character?

Common Misconceptions

Setting involves more than just where a story happens. It also encompasses time of day, season, geographic and positional locations.

Big Idea(s)	Essential Question(s)
Good readers use literary elements to determine meaning.	• Who are the characters? • What is the setting? • What are the major events in order? • What was the problem and how was it solved?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• Characters • Setting- time and place • Major events in proper sequence (beginning, middle, end) • Problem/Solution • Textual features inform meaning	With prompting and support: • Tell the characters in a text • Explain the setting of a text including the time and place • Retell the major events from the beginning, middle, and end including the problem and solution. • Recognize that pictures in text convey meaning

I Can Statements

I can tell the characters, setting and what happens in a story.

CVSD ELA Curriculum Map ~ Kindergarten

PA Core Standard	Common Core State Standard
CC.1.4.K.F, L & R	L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing. • Print all upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. • Spell grade-level word wall words

Taught in Unit(s)
Units 1-3

Explanation/Example of Standard
At this level, emphasis is on using complete sentences, forming questions, using plurals, and the more commonly used prepositions. With conventions, students are becoming adept at ending punctuation, capitalizing (I), and spelling simple words.

Common Misconceptions
Students will need support in understanding that punctuation represents the end of a thought.

Big Idea(s)	Essential Question(s)
Good writers use common conventions to clearly present ideas.	• When do we use capital letters? • What is a sentence? • When do we use a period? • Why do we use spaces? • How can the word wall help you spell words?

Assessments
See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• Capital letters • Sentences • Pronoun I • Punctuation- period • Letter sounds • Spaces	• Differentiate between capital and lowercase letters • Use spaces between words • Capitalize the word 'I' • Add a period to the end of a sentence • Apply letter sound knowledge to write words phonetically

I Can Statements
• I can print all uppercase and lowercase letters. • I can use question words. • I can capitalize the first word in a sentence • I can capitalize the word “I”. • I can recognize and name end punctuation. • I can write a letter or letters for most consonant sounds. • I can write a letter or letters for most short vowel sounds. • I can use what I know about phonics to write words. • I can spell my word wall words.

CVSD ELA Curriculum Map ~ Kindergarten

PA Core Standard	Common Core State Standard
CC.1.4.K.G-J	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…).

Taught in Unit(s)

Unit 1

Explanation/Example of Standard

Kindergarten students must be able to express their opinion and demonstrate the ability to share their opinion with others. In kindergarten, students learn to dictate their thinking, illustrate their ideas, and write their thoughts across various genres (opinion, informative/explanatory, narrative). In order to do so, students will need multiple opportunities to express opinions and develop writing behaviors. Students will need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the natural expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, kindergarten students need to be able to choose words or illustrations to use within their writing that show their thinking. Whether dictating, drawing, or writing, students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.

Common Misconceptions

Students should prewrite through drawings to gather their ideas then move to writing. Students must provide a reason to support their opinion that is detailed (not just "because it is fun").

Big Idea(s)	Essential Question(s)
Students can write their opinion/preference about a topic and support it with strong reasons to convince their reader.	• What is an opinion? • What are your reasons for your opinion?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• Opinion • Preference • Persuasion • Topic • Reasons • Examples	• Identify topic to write about • Draw a picture to show their opinion/preference • Write to tell their opinion/preference • Provide at least one reason to support their opinion/preference (fact, example, experience)

I Can Statements

I can write, draw and tell my opinion.

CVSD ELA Curriculum Map ~ Kindergarten

PA Core Standard	Common Core State Standard
CC.1.4.K.A-D	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.

Taught in Unit(s)

Unit 2

Explanation/Example of Standard

Through the use of graphic organizers, research, and writing, kindergarten students will plan and write about a topic of their interest. This is a great time to incorporate science and social studies standards as well as explore technological resources for research and publishing.

Common Misconceptions

Students should prewrite through drawings to gather their ideas, then move to writing.

Big Idea(s)	Essential Question(s)
Students will be able to write about a particular topic and provide information about that topic.	• What is informational writing? • What do you know about your topic? • What can you teach others about?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• informational writing • facts • opinions • research (how to find out more)	• Identify a topic to teach others about. • Gather information about that topic. • Write to tell the topic of their writing and two or more facts about that topic.

I Can Statements

I can write, draw and tell to teach.

CVSD ELA Curriculum Map ~ Kindergarten

PA Core Standard	Common Core State Standard
CC.1.4.K.M-P	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.

Taught in Unit(s)

Unit 3

Explanation/Example of Standard

Kindergarten students begin building a foundation of writing by learning to describe familiar events or experiences through drawing, dictating, and writing. In describing a series of events, students are learning that events occur in a sequence. In learning to narrate an event or series of events, students need to understand the concepts of beginning, middle, and end. Throughout the school year, kindergarten students need ample opportunities to express their thoughts in ways that are purposeful and meaningful.

Common Misconceptions

Students should prewrite through drawings to gather their ideas, then move to writing.

Big Idea(s)	Essential Question(s)
Good writers tell a story effectively.	• What is a narrative? • What is the difference between real and imaginary? • Does my picture match my words? • Does my story have a beginning, middle, and end?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• Narrative • Real • Imaginary • Sequencing events- beginning, middle, end • Characters • Setting • Relationship between illustrations and text	• Select or identify an event to write about • Draw a picture to match their selected event • Organize their writing in the order that the events occurred

I Can Statements

I can write, draw and say what happened to tell a story.
I can tell how I feel about the story I told.

CVSD ELA Curriculum Map ~ Kindergarten

PA Core Standard	Common Core State Standard
CC.1.4.K. E &T	W.K.5 **-** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Taught in Unit(s)

Units 2-3

Explanation/Example of Standard

With assistance from adults and peers, students should be able to respond to questions and suggestions about their writing. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).

Students in kindergarten are developing strategies with peers and adults to explore the use of digital tools to publish their writing (use of keyboarding and technology). At this grade level, students are learning to "log on" to programs, computer stations, and hand-held devises and engage with digital media.

Common Misconceptions

In Kindergarten, students can revise by adding a description (color, shape, size) to their writing.

Big Idea(s)	Essential Question(s)
Students will be able to revise their writing to add more details and improve their word choice to make their writing better through the help of their peers.	• What is revising? • What can I add to my writing to tell my readers more? • How can I make my words more interesting for my reader?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• revising • details • word choice	• Retell what they wrote. • Take suggestions from peers. • Add to written text. • Improve word choice

I Can Statements

I can add details to my writing.

CVSD Math Scope and Sequence ~ Kindergarten

		2.1 Numbers & Operations	2.2 Algebraic Concepts	2.3 Geometry	2.4 Measurement, Data, and Probability
Unit	**Time Line**	**Priority Standards**	**Priority Standards**	**Priority Standards**	**Priority Standards**
Trimester 1 **Units 1-2**	60 days	CC.2.1.K.A.1		CC.2.3.K.A.1	CC.2.4.K.A.4
		CC.2.1.K.A.2			
		CC.2.1.K.A.3			
Trimester 2 **Units 3 & ½ of 4**	60 days	CC.2.1.K.A.1	CC.2.2.K.A.1	CC.2.3.K.A.1	CC.2.4.K.A.4
		CC.2.1.K.A.2			
		CC.2.1.K.A.3			
Trimester 3 **Units ½ of 4 & 5**	60 days	CC.2.1.K.A.1	CC.2.2.K.A.1	CC.2.3.K.A.1	CC.2.4.K.A.1
		CC.2.1.K.A.2			CC.2.4.K.A.4
		CC.2.1.K.A.3			
		CC.2.1.K.B.1			

Kindergarten Math Priority Standards

CCSS	PA CORE	Numbers and Operations
K.CC.1 K.CC.2 K.CC.3	CC.2.1.K.A.1	Know number names and write and recite the count sequence.
K.CC.4 K.CC.5	CC.2.1.K.A.2	Apply one-to-one correspondence to count the number of objects.
K.CC.6 K.CC.7	CC.2.1.K.A.3	Apply the concept of magnitude to compare numbers and quantities.
K.NBT.1	CC.2.1.K.B.1	Use place value to compose and decompose numbers within 19.
CCSS	**PA CORE**	**Algebraic Concepts**
K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5	CC.2.2.K.A.1	Extend concepts of putting together and taking apart to add and subtract within 10.
CCSS	**PA CORE**	**Geometry**
K.G.1 K.G.2 K.G.3	CC.2.3.K.A.1	Identify and describe two- and three-dimensional shapes.
CCSS	**PA CORE**	**Measurement, Data, and Probability**
K.MD.1 K.MD.2	CC.2.4.K.A.1	Describe and compare attributes of length, area, weight, and capacity of everyday objects.
K.MD.3	CC.2.4.K.A.4	Classify objects and count the number of objects in each category.

CVSD Math Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard (Counting and Cardinality)
K.CC.1, K.CC.2, K.CC.3	**CC.2.1.K.A.1** Know number names and write and recite the count sequence.

Taught in Unit(s)

Unit 1, Unit 2, Unit 3, Unit 4, Unit 5

Explanation/Example of Standard

CC.2.1.K.A.1 emphasis of this standard is on the counting sequence. When counting by ones, students need to understand that the next number in the sequence is one more. When counting by tens, the next number in the sequence is —ten more (or one more group of ten). Students are to rote count (verbal saying of numbers in sequence) by starting at one and count to 100. (They are only expected to master counting on the decade (0, 10, 20, 30, 40 …). This objective does not require recognition of numerals. It is focused on the rote number sequence.

Common Misconceptions

CC.2.1.K.A.1 Some students might not see zero as a number. Ask students to write 0 and say *zero* to represent the number of items left when all items have been taken away. Avoid using the word *none* to represent this situation. Find instances for which the response would be zero in real-world settings to provide experiences with the concept of zero.
As long as children *understand* that correct counting requires one point and one word for each object and are trying to do that, parents and teachers do not need to correct errors all the time. As with many physical activities, counting will improve with practice and does not need to be perfect each time. It is much more important for all children to get frequent counting practice and watch and help one another, with occasional help and corrections from the teacher**.**

Big Idea(s)	Essential Question(s)
Know number names, write and count sequence.	How do we count? What are the names of the numbers? How to I write the numbers in sequence 1-20.

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
Number names Count sequence Write numbers in sequence	Know number names Recite count sequence Write count sequence

I Can Statements

I can count to 100 by ones and tens.
I can count forward starting at a given number.
I can write numbers from zero to twenty.
I can write a number for a group 0 to 20 objects.

CVSD Math Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard (Counting and Cardinality)
K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5	**CC.2.1.K.A.2** Apply one-to-one correspondence to count the number of objects.

Taught in Unit(s)

Unit 1, Unit 2, Unit 3, Unit 4, Unit 5

Explanation/Example of Standard

CC.2.1.K.A.2

- asks students to count a set of objects and see sets and numerals in relationship to one another, rather than as isolated numbers or sets. These connections are higher-level skills that require students to analyze, to reason about, and to explain relationships between numbers and sets of objects. This standard should first be addressed using numbers 1-5 with teachers building to the numbers 1-10 later in the year. The expectation is that students are comfortable with these skills with the numbers 1-10 by the end of Kindergarten.
- reflects the ideas that students implement correct counting procedures by pointing to one object at a time (one-to-one correspondence) using one counting word for each object (one-to-one
- touching/synchrony), while keeping track of objects that have and have not been counted.. This is the foundation of counting.
- calls for students to answer the question —How many are there? by counting objects in a set and understanding that the last number stated when counting a set (…8, 9, **10**) represents the total amount of objects: —There are **10** bears in this pile. (*cardinality*). It also requires students to understand that the same set counted three different times will end up being the same amount each time. The idea is to develop a purpose for counting as keeping track of objects is developed. Therefore, a student who moves each object as it is counted recognizes that there is a need to keep track in order to figure out the amount of objects present. Conservation of number, (regardless of the arrangement of objects, the quantity remains the same), conservation of number is a developmental milestone which some Kindergarten children will not have mastered. The goal of this objective is for students to be able to count a set of objects; regardless of the formation those objects are placed.
- represents the concept of —one more while counting a set of objects. Students are to make the connection that if a set of objects was increased by one more object then the number name for that set is to be increased by one as well. Students are asked to understand this concept with and without objects. For example, after counting a set of 8 objects, students should be able to answer the question, —How many would there be if we added one more object?; and answer a similar question when not using objects, by asking hypothetically, —What if we have 5 cubes and added one more. How many cubes would there be then?‖ This concept should be first taught with numbers 1-5 before building to numbers 1-10. Students should be expected to be comfortable with this skill with numbers to 10 by the end of Kindergarten
- addresses various counting strategies. From the research in early childhood mathematics,(Kathy Richardson), students go through a progression of four general ways to count. These counting strategies progress from least difficult to most difficult: 1) students move objects and count them as they move them, 2) students line up the objects and count them, 3) students have a scattered arrangement and they touch each object as they count and 4) students have a scattered arrangement and count them by visually scanning without touching them.

Common Misconceptions

None

Big Idea(s)	Essential Question(s)
Count to tell the number of objects.	How do we count to tell the number of objects? How can we use numerals from 0-20 to show how many objects we have?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	**Skills** (what students must be able to do)
One-to-one correspondence	Count number of objects
I Can Statements	
I can put numbers in order. I can name a group of objects by using a number. I can understand that the last object counted tells the number of objects in a group. I can understand that the number of objects in a group can be rearranged and the total number can be the same. I can understand that adding an object to a group will make the total one bigger. I can count to tell how many. I can count out a number of objects between 0-20.	

CVSD Math Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard (Counting and Cardinality)
K.CC.6, K.CC.7	**CC.2.1.K.A.3** Apply the concept of magnitude to compare numbers and quantities.

Taught in Unit(s)

Unit 1, Unit 2, Unit 3, Unit 4, Unit 5

Explanation/Example of Standard

CC.2.1.K.A.3

- expects mastery of up to ten objects. Students can use matching strategies
- As children develop meaning for numerals, they also compare these numerals to the quantities represented and their number words. Modeling numbers with manipulatives such as dot cards and five- and ten-frames are tools for such comparisons. Children can look for similarities and differences in these different representations of numbers. They begin to —see the relationship of one more, one less, two more and two less, leading to the concept that successive numbers name quantities where one is larger. In order to encourage this idea, children need discussion and reflection of pairs of numbers from 1 to 10. Activities that utilize anchors of 5 and 10 are helpful in securing understanding of the relationships between numbers. This flexibility with numbers will greatly impact children's ability to break numbers into parts. Children demonstrate their understanding of the meaning of numbers when they can justify why their answer represents a quantity just counted. This justification could merely be the expression that the number said is the total because it was just counted, or a —proof by demonstrating a one to-one match, by counting again or other similar means (concretely or pictorially) that makes sense. An ultimate level of understanding is reached when children can compare two numbers from 1 to10 represented as written numerals without counting. Students need to explain their reasoning when they determine whether a number is greater than, less than, or equal to another number. Teachers need to ask probing questions such as —How do you know? to elicit their thinking. For students, these comparisons increase in difficulty, from greater than to less than to equal. It is easier for students to identify differences than to find similarities.
- Students should develop a strong sense of the relationship between quantities and numerals before they begin comparing numbers.

Other strategies:

- Matching: Students use one-to-one correspondence, repeatedly matching one object from one set with one object from the other set to determine which set has more objects.
- Counting: Students count the objects in each set, and then identify which set has more, less, or an equal number of objects.
- Observation: Students may use observation to compare two quantities (e.g., by looking at two sets of objects, they may be able to tell which set has more or less without counting).
- Students state whether the number of objects in a set is more, less, or equal to a set that has 0, 5, or 10 objects.

Common Misconceptions

Based on early childhood research, students should not be expected to be comfortable with this skill until the end of Kindergarten.

Big Idea(s)	Essential Question(s)
Compare Numbers	How can we compare two numbers? (to determine which is more and which is less?) What strategies can we use to find out if one group of objects is greater than, less than or equal to another group of objects?

Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	**Skills** (what students must be able to do)
Magnitude	Compare numbers Compare quantities
I Can Statements	
I can tell if a group of objects in one group is greater than, less than, or equal to a group of objects in another group. I can compare two written numbers between 1 and 10.	

CVSD Math Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard (Numbers and Operations in Base 10)
K.NBT.1	**CC.2.1.K.B.1** Use place value to compose and decompose numbers within 19.

Taught in Unit(s)

Unit 4, Unit 5 (Number and Operations in Base Ten)

Explanation/Example of Standard

CC.2.1.K.B.1

- This is the first time that students move beyond the number 10 with representations, such as objects (manipulatives) or drawings. This standard is that students separate out a set of 11-19 objects into a group of ten objects with leftovers.
- Teaching the teen numbers as one group of ten and extra ones is foundational to understanding both the concept and the symbol that represent each teen number. For example, when focusing on the number —14, students should count out fourteen objects using one-to-one correspondence and then use those objects to make one group of ten ones and four additional ones. Students should connect the representation to the symbol —14. Students should recognize the pattern that exists in the teen numbers; every teen number is written with a 1 (representing one ten) and ends with the digit that is first stated.
- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or 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.

Common Misconceptions

Students have difficulty with ten as a singular word that means 10 things. For many students, the understanding that a group of 10 things can be replaced by a single object and they both represent 10 is confusing. Help students develop the sense of ten by first using groupable materials then replacing the group with an object or representing 10, such as a rod or 10 Frame.

Big Idea(s)	Essential Question(s)
Work with numbers 11-19 to gain foundations for place value.	Why do we break numbers apart into 10's and 1's? How do we compose and decompose numbers into 10's and 1's.

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
Place Value	Compose numbers within 19 Decompose numbers within 19

I Can Statements

I can put together and take apart numbers 11-19 by naming the 10's and the 1's.
I can use objects, drawings, or equations to show 10's and 1's.

CVSD Math Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard (Operations and Algebraic Thinking)
K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5	**CC.2.2.K.A.1** Extend the concepts of putting together and taking apart to add and subtract within 10.

Taught in Unit(s)

Unit 3, Unit 4, Unit 5

Explanation/Example of Standard

CC.2.2.K.A.1

- Students are to demonstrate the understanding of how objects can be joined (addition) and separated (subtraction) by representing addition and subtraction situations in various ways. This objective is primarily focused on understanding the concept of addition and subtraction, rather than merely reading and solving addition and subtraction number sentences (equations).
- Using addition and subtraction in a word problem context allows students to develop their understanding of what it means to add and subtract.
- Students should use objects, fingers, mental images, drawing, sounds, acting out situations and verbal explanations in order to develop the concepts of addition and subtraction. Then, they should be introduced to writing expressions and equations using appropriate terminology and symbols which include **+**, **−**, and **=.**
- Addition terminology: *add, join, put together, plus, combine, total*
- Subtraction terminology: *minus, take away, separate, difference, compare*
- Students are to understand that a set of (5) object can be broken into two sets (3 and 2) and still be the same total amount (5). The focus is on number pairs which add to a specified total,1-10. In addition, this standard asks students to understand that a set of objects (5) can be broken in multiple ways (3 and 2; 4 and 1). Thus, when breaking apart a set (decomposing), students develop the understanding that a smaller set of objects exists within that larger set (inclusion). This should be developed in context before moving into how to represent decomposition with symbols (+, -, =).

Example:

- Mia had 3 apples. Her friend gave her 2 more. How many does she have now?
- José had 8 markers and he gave 2 away. How many does he have now? When modeled, a student would begin with 8 objects and remove two to get the result.
- There are 2 red apples on the counter and 3 green apples on the counter. How many apples are on the counter?
- Bobby Bear is missing 5 buttons on his jacket. How many ways can you use blue and red buttons to finish his jacket? Draw a picture of all your ideas.

  Students could draw pictures of:
  4 blue and 1 red button
  3 blue and 2 red buttons
  2 blue and 3 red buttons
  1 blue and 4 red buttons

The number sentence only comes after pictures or work with manipulatives, and students should never give the number sentence without a mathematical representation.

- This standard also builds upon the understanding that a number can be decomposed into parts. The number pairs that total ten are foundational for students' ability to work fluently within numbers and operations. Different models, such as ten-frames, cubes, two-color counters, etc., assist students in visualizing these number pairs for ten.
- Once students have had experiences breaking apart ten into various combinations, this asks students to find a missing part of 10.

Example:

- The student snaps ten cubes together to make a —train.
- Student breaks the —train into two parts. S/he counts how many are in each part and record the associated equation (10 = ___ + ___).
- Student breaks the train into two parts. S/he counts how many are in one part and determines how many are in the other part without directly counting that part. Then s/he records the associated equation (if the counted part has 4 cubes, the equation would be 10 = 4 + ___).
- Student covers up part of the train, without counting the covered part. S/he counts the cubes that are showing and determines how many are covered up. Then s/he records the associated equation (if the counted part has 7 cubes, the equation would be 10 = 7 + ___).
- The student tosses ten two-color counters on the table and records how many of each color are facing up.

Common Misconceptions

Students may over-generalize the vocabulary in word problems and think that certain words indicate solution strategies that must be used to find an answer. They might think that the word *more* always means to add and the words *take away* or *left* always means to subtract. When students use the words *take away* to refer to subtraction and its symbol, teachers need to repeat students' ideas using the words *minus* or *subtract*. The term total should be used instead of the term sum. Sum sounds the same as some, but has the opposite meaning. Students should be encouraged to use create drawings /pictorial representations of the problems and/or situation. If students' progress from working with manipulatives to writing numerical expressions and equations, and they skip using pictorial thinking—students will then be more likely to use finger counting and rote memorization for work with addition and subtraction.

Counting forward builds to the concept of addition while counting back leads to the concept of subtraction. However, counting is an inefficient strategy. Teachers need to provide instructional experiences so that students progress from the concrete level, to the pictorial level, then to the abstract level when learning mathematical concepts. (**C**oncrete, **R**epresentational, **A**bstract **CRA**) Just knowing the basic facts is not enough. We need to help students develop the ability to quickly and accurately understand the **relationships** between numbers. They need to make sense of numbers as they find and make strategies for joining and separating quantities

Traditional flash cards or timed tests have not been proven as effective instructional strategies for developing fluency.

Big Idea(s)	Essential Question(s)
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	What is addition? What is subtraction? What happens when we combine groups and what happens when we take groups apart?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
Putting together Taking apart	Add within 10 Subtract within 10

I Can Statements

I can use objects, fingers, and pictures to help me show addition.
I can use objects, fingers, and pictures to help to help to show subtraction.
I can solve addition and subtraction word problems within 10.
I can take apart numbers less than or equal to 10.
I can find the number that is added to 1 through 9 to make 10. I can use objects or drawings to show my answer.
I can add and subtract within 5.

CVSD Math Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard (Geometry)
K.G.1, K.G.2, K.G.3	**CC.2.3.K.A.1** Identify and describe two- and three-dimensional shapes.

Taught in Unit(s)

Unit 1, Unit 2, Unit 3, Unit 4, Unit 5

- **Explanation/Example of Standard**

CC.2.3.K.A.1

- expects students to use positional words to describe objects in the environment. Kindergarten students need to focus first on location and position of two-and three- dimensional objects in their classroom prior to describing location and position of two-and three- dimension representations on paper.
- Teacher holds up an object such as an ice cream cone, a number cube, ball, etc. and asks students to identify the shape. Teacher holds up a can of soup and asks, What shape is this can? Students respond —cylinder!
- Teacher places an object next to, behind, above, below, beside, or in front of another object and asks positional questions. Where is the water bottle? (water bottle is placed behind a book) Students say —The water bottle is behind the book.
- Students' identification of shapes based on known examples. Students at this level do not yet recognize triangles that are turned upside down as triangles, since they do not—look like triangles. Students need many experiences looking at and manipulating shapes with various typical and atypical orientations. Through these experiences, students will begin to move beyond what a shape —looks like to identify particular geometric attributes that define a shape. Students should be exposed to many types of triangles in many different orientations in order to eliminate the misconception that a triangle is always right-side-up and equilateral.
- asks students to identify two-dimensional (flat objects) and three-dimensional (solid objects). This standard can be done by having students sort 2-dimensional and 3-dimensional objects. A final type of relationship between shapes that is very important is the difference between two-dimensional (flat) and three-dimensional shapes. Student should be able to differentiate between two dimensional and three dimensional Shapes.
- Student names a picture of a shape as two dimensional because it is flat and can be measured in only two ways (length and width).
- Student names an object as three dimensional because it is not flat (it is a solid object/shape) and can be measured in three different ways (length, width, height/depth).

Common Misconceptions

Students many times use incorrect terminology when describing shapes. For example students may say a *cube* is a *square* or that a *sphere* is a *circle*. The use of the two-dimensional shape that appears to be part of a three-dimensional shape to name the three-dimensional shape is a common misconception. Work with students to help them understand that the two-dimensional shape is a part of the object but it has a different name.
Students should be exposed to many types of triangles in many different orientations in order to eliminate the misconception that a triangle is always right-side-up and equilateral

Big Idea(s)	Essential Question(s)
Identify and describe two- and three-dimensional shapes.	How do you identify 2D shapes? How do identify 3D shapes? How are 2D and 3D shapes different? How do you describe a 3- dimensional shape?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	**Skills** (what students must be able to do)
Two-dimensional shapes Three-dimensional shapes	Identify two-dimensional shapes Describe two-dimensional shapes Identify three-dimensional shapes Describe three-dimensional shapes
I Can Statements	
I can find shapes around me. I can tell where shapes are. I can tell about shapes. I can compare shapes. I can name shapes.	

CVSD Math Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard (Measurement and Data)
K.MD.1, K.MD.2	**CC.2.4.K.A.1** Describe and compare attributes of length, area, weight, and capacity of everyday objects.

Taught in Unit(s)

Unit 5

Explanation/Example of Standard

CC.2.4.K.A.1

- calls for students to describe measurable attributes of objects, such as **length** and **weight**, In order to describe attributes such as length and weight, students must have many opportunities to informally explore these attributes.
- Students should state comparisons of objects verbally and then focus on specific attributes when making verbal comparisons. They may identify measurable attributes such as length, width, height, and weight. For example, when describing a soda can, a student may talk about how tall, how wide, how heavy, or how much liquid can fit inside. These are all measurable attributes. Non-measurable attributes include: words on the object, colors, pictures, etc.
- asks for direct comparisons of objects. Direct comparisons are made when objects are put next to each other, such as two children, two books, two pencils. For example, a student may line up two blocks and say, —This block is a lot longer than this one. Students are not comparing objects that cannot be moved and lined up next to each other.
- When making direct comparisons for length, students must attend to the —starting point of each object and recognize that objects should be matched up at the end of objects to get accurate measurements. For example, the ends need to be lined up at the same point, or students need to compensate when the starting points are not lined up (conservation of length includes understanding that if an object is moved, its length does not change; an important concept when comparing the lengths of two objects). Since this understanding requires conservation of length, a developmental milestone for young children, children need multiple experiences to move beyond the idea that.

Common Misconceptions

This standard focuses on using descriptive words and does not mean that students should sort objects based on attributes.
Many students have difficulty understanding that when an object is moved away from the object they are comparing it with, the length does not change. With multiple opportunities, students learn that they have to line up the items they are comparing and/or measuring. *(Conservation of Length: includes understanding that if an object is moved, its length does not change; an important concept when comparing the lengths of two objects).*

Big Idea(s)	Essential Question(s)
Describe and compare measureable attributes.	How do we describe and compare objects by measuring?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
Length Area Weight Capacity	Describe attributes of everyday objects Compare attributes of everyday objects

I Can Statements

I can tell how an object can be measured.
I can compare how 2 objects are similar or different.
I can put 3 objects in-order from longest to shortest.
I can tell the length of an object in whole numbers.

CVSD Math Curriculum Map ~ Kindergarten

Common Core State Standard	PA Core Standard (Measurement and Data)
K.MD.3	**CC.2.4.K.A.4** Classify objects and count the number of objects in each category.

Taught in Unit(s)

Unit 1, Unit 2, Unit 3, Unit 4

Explanation/Example of Standard

CC.2.4.K.A.4

- asks students to identify similarities and differences between objects (e.g., size, color, shape) and use the identified attributes to **sort** a collection of objects. Once the objects are sorted, the student counts the amount in each set. Once each set is counted, then the student is asked to sort (or group) each of the sets by the amount in each set.

Example, when given a collection of buttons, the student separates the buttons into different piles based on color (all the blue buttons are in one pile, all the orange buttons are in a different pile, etc.). Then the student counts the number of buttons in each pile: blue (5), green (4), orange (3), purple (4). Finally, the student organizes the groups by the quantity in each group (Orange buttons (3), Green buttons (4), Purple buttons with the green buttons because purple also had (4), Blue buttons last (5).

Other possible objects to sort include: shells, shapes, beans, small toys, coins, rocks, etc.

Common Misconceptions

NONE

Big Idea(s)	Essential Question(s)
Classify objects and count the number of objects in each category.	How do we sort objects? How do we sort objects to find out how many there are of each?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
Category	Classify objects in each category Count the number of objects in each category

I Can Statements

I can place objects into categories.
I can count the number of objects in categories
I can sort the categories by the number of objects.

CVSD Science Scope and Sequence

Kindergarten		Nature of Science	Biological Sciences	Earth and Space Sciences
Unit	**Time Line**	**Priority Standards**	**Priority Standards**	**Priority Standards**
Weather	Trimester 1	Inquiry		3.3.K.A5
Animals Two by Two	Trimesters 2-3	Inquiry	3.1.K.A5	

CVSD Priority Standards for FOSS Science - Grade K
(Animals Two by Two Kit and Weather)

3.1.A. Organisms and Cells	
3.1.K.A5 Form and Function	Observe and describe structures and behaviors of a variety of common animals.
3.3 Earth Structure, Processes and Cycles	
3.3.K.A5 Weather and Climate	Record Daily Weather conditions using simple charts and graphs.
	Identify seasonal changes in the environment.
	Distinguish between types of precipitation.
Inquiry	
Inquiry	Inquiry - Observing Scientific and Engineering Practices

CVSD Science Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
3.1.K.A5 – Observe and describe structures and behaviors of a variety of common animals.

Taught in Unit(s)
Animals Two by Two

Explanation/Example of the Standard
Students learn that animals have identifiable structures and basic needs. The animals' behavior is influenced by conditions in their environment. Students can observe, record and compare behaviors and structures.

Common Misconceptions
• Animals have the same structures and behaviors. • People are not animals. • Birds, fish, insects, worms are not animals. • All animals can move from place to place. • Insects can't live in water. • Animals are four footed, or furry. • Animals are wild, pets, or farm animals. • Animals are large. • Animals live on land. • Fish do not need air. • Fish sleep with their eyes closed.

Big Idea(s)	Essential Question(s)
Different animals have different structures that allow them to behave and function in a certain way. All animals have basic needs.	How do different animal structures help them to live?

Assessments
See unit maps for specific unit common assessments.

Concepts (what students need to know)	Skills (what students must be able to do)
animal basic needs structure behavior	• Observe and describe the structures of a variety of common animals. • Compare structures and behaviors of different pairs of animals. • Observe interactions of animals with their surroundings. • Describe properties of objects, compare them, and sort them by properties.

I Can Statements
I can investigate similarities and differences among the same kind of animal. I can describe features of an animal that helps them live in different kinds of places. I can sort objects by color, size, or texture. I can tell, write or draw the basic needs of living things. I can observe the structures of a variety of common animals.

CVSD Science Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
3.3.K.A5 Weather and Climate – Record daily weather conditions using simple charts and graphs. Identify seasonal changes in the environment. Distinguish between types of precipitation.

Taught in Unit(s)
Weather (not a FOSS kit)

Explanation/Example of the Standard
Weather changes from day to day and over the seasons. Weather can be described by measureable quantities, such as temperature and precipitation.

Common Misconceptions
• Air does not have physical characteristics. • Air makes things lighter. Air only exists when it's moving. • Air and oxygen are the same thing.

Big Idea(s)	Essential Question(s)
Weather is a condition in the air outdoors and can be described. Weather can change with the four seasons. Temperature is how hot or cold it is. Temperature can be measured using a thermometer. There ae four types of precipitation. Wind is moving air.	What is weather? What are the four seasons? How do we measure the air temperature? What are the four types of precipitation? What does a wind sock tell us about the wind?

Assessments
See unit maps for specific unit common assessments.

Concepts (what students need to know)	Skills (what students must be able to do)
Weather Autumn Summer Spring Winter Temperature Thermometer Precipitation Rain Snow Sleet Hail Air/wind	• Understand that different clothes are worn in different weather conditions. • Observe weather daily by using senses and simple tools. • Observe and record seasonal changes orally and through graphs. • Measure the temperature using a thermometer. • Communicate observations made about different kinds of weather conditions using drawings and writings. • Determine wind directions using a wind sock.

I Can Statements
I can choose appropriate clothing according to the weather. I can use my senses to describe weather. I can draw pictures and write about the weather. I can use a tool like a thermometer to measure temperature. I can make a wind sock to observe wind direction. I can read a graph to make weather comparisons.

CVSD Science Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
Inquiry - Observing Scientific and Engineering Practices
Taught in Unit(s)
Animals Two by Two Weather
Explanation/Example of the Standard
In addition to the science content development, every module provides opportunities for students to engage in and understand the importance of scientific practices, and many modules explore issues related to engineering practices and the use of natural resources. **Asking questions and defining problems** • Ask questions about objects, organisms, systems, and events in the natural and human-made world (science). • Ask questions to define and clarify a problem, determine criteria for solutions, and identify constraints (engineering). **Planning and carrying out investigations** • Plan and conduct investigations in the laboratory and in the field to gather appropriate data (describe procedures, determine observations to record, decide which variables to control) or to gather data essential for specifying and testing engineering designs. **Analyzing and interpreting data** • Use a range of media (numbers, words, tables, graphs, images, diagrams, equations) to represent and organize observations (data) in order to identify significant features and patterns. **Developing and using models** • Use models to help develop explanations, make predictions, and analyze existing systems, and recognize strengths and limitations of proposed solutions to problems. **Using mathematics and computational thinking** • Use mathematics and computation to represent physical variables and their relationships and to draw conclusions. **Constructing explanations and designing solutions** • Construct logical explanations of phenomena, or propose solutions that incorporate current understanding or a model that represents it and is consistent with available evidence. **Engaging in argumentation from evidence** • Defend explanations, develop evidence based on data, examine one's own understanding in light of the evidence offered by others, and challenge peers while searching for explanations. **Obtaining, evaluating, and communicating information** • Communicate ideas and the results of inquiry—orally and in writing—with tables, diagrams, graphs, and equations, in collaboration with peers.
Common Misconceptions
• *A hypothesis can be wrong*. Correction: Hypotheses are <u>never</u> wrong; hypotheses are either supported or not supported by collected data from experiments.

- *There is a single Scientific Method that all scientists follow.* Correction**:** "The Scientific Method" is often taught in science courses as a simple way to understand the basics of scientific testing. In fact, the Scientific Method represents how scientists usually write up the results of their studies (and how a few investigations are actually done), but it is a grossly oversimplified representation of how scientists generally build knowledge. The process of science is exciting, complex, and unpredictable. It involves many different people, engaged in many different activities, in many different orders.

- *The process of science is purely analytic and does not involve creativity.* Correction: Perhaps because the Scientific Method presents a linear and rigid representation of the process of science, many people think that doing science involves closely following a series of steps, with no room for creativity and inspiration. In fact, many scientists recognize that creative thinking is one of the most important skills they have — whether that creativity is used to come up with an alternative hypothesis, to devise a new way of testing an idea, or to look at old data in a new light. Creativity is critical to science!

Big Idea(s)	**Essential Question(s)**
• Scientific inquiry is a multifaceted activity. • Scientists use observations to pose questions about the world around them. • Scientists use an inquiry process to find answers to questions. • Scientists collect, measure, analyze, and organize their data in logical ways as part of a scientific process. • Scientists routinely communicate and collaborate with others in an attempt to build knowledge and understanding.	• What do scientists observe? • What do scientists ask? • What makes good questions? • How do we use scientific investigations to find answers to questions? • How can we collect data to compare, contrast, group and explain ideas? • How do we record and share our discoveries?

Assessments

See unit maps for specific unit common assessments.

Concepts (what students need to know)	**Skills (what students must be able to do)**
Inquiry Thinking Observing/Observation Questioning Follow Procedures Investigation Analyzing Data Interpreting Data Collaborate	• Follow rules and procedures correctly. • Collaborate with a partner to collect information • Make observations of the natural world and know that they are descriptors collected using the five senses. • Keep records (pictures) of investigations conducted • Observe and create visual representation of an object which includes its major functions. • Recognize that learning can come from careful observation.

I Can Statements

I can ask “What if?” questions and investigate the answers.
I can use the correct safety rules when I investigate.
I can use my five senses to describe things in nature.

I can draw pictures to describe what I see.
I can use numbers to count things I collect.
I can use different objects to make my measurements.
I can make graphs to describe my observations and draw conclusions (information).
I can use information from other people to add to my observations.

CVSD Social Studies Scope and Sequence ~ Kindergarten

Kindergarten		Civics & Government	Economics	Geography	History
Unit	**Timeline**	**Priority Standards**	**Priority Standards**	**Priority Standards**	**Priority Standards**
Civics and Government	(Trimester 1) 6 weeks	5.1.K.B	6.5.K.A		8.2.K.A
		5.1.K.C			
		5.2.K.B			
History and Geography	(Trimester 2) 6 weeks			7.1.K.B	
				7.2.K.B	
Economics	(Trimester 3) 6 weeks		6.3.K.D		
National Holidays	Through out school year	5.1.K.F			8.3.K.A
					8.3.K.C

Social Studies Priority Standards ~ Kindergarten

Civics and Government	
5.1.K.B	Explain the need for rules.
5.1.K.C	Define respect for self and others.
5.1.K.F	Identify significant American holidays & symbols
5.2.K.B	Identify a problem and discuss possible solutions.
Economics	
6.3.K.D	Identify products produced in the region or state.
6.5.K.A	Identify individuals who volunteer in the community.
Geoography	
7.1.K.B	Describe the location of places in the home, school, and community to gain an understanding of relative location.
7.2.K.B	Identify land and water forms.
History	
8.2.K.A	Identify people in authority.
8.3.K.A	Identify American people related to national holidays.
8.3.K.C	Demonstrate an understanding of time order.

CVSD SS Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
5.1.K.B – Explain the need for rules
Taught in Unit(s)
Civics and Government Trimester 1
Explanation/Example of the Standard
There are different rules at home and school. Rules help keep a home and community organized and safe. Obeying rules in the classroom, school, home and neighborhood promote fairness and resolves conflict. For example, games have rules to follow to create fairness. A good citizen follows rules.

Big Idea(s)	Essential Question(s)
Rules help keep order and protect individuals.	• What are rules and why do we have them? • How do rules help us?
Assessments	
See unit map for specific unit common assessments	

Concepts (what students need to know)	Skills (what students must be able to do)
rules community safe	• Explain what a rule is • Create a list of rules • Offer advice about following rules
I Can Statements	
I can explain how rules provide order and keep me safe. I can follow directions and rules.	

CVSD SS Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
5.1.K.C. – Define respect for self and others.
Taught in Unit(s)
Civics and Government Trimester 1
Explanation/Example of the Standard
Positive relationships often depend on courtesy, honesty and fairness when playing/working with others.

Big Idea(s)	Essential Question(s)
It is important to respect others and be cooperative within a group.	• What is respect? • What does it mean to cooperate? • How do my actions affect my family and friends?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	**Skills (what students must be able to do)**
• respect • friendship	• Define respect • Demonstrate respect for self • Demonstrate respect for others • Identify qualities of a good friend
I Can Statements	
I can respect myself and others. I can make choices and take responsibility for my actions.	

CVSD SS Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
5.1.K.F – Identify significant American holidays and symbols.
Taught in Unit(s)
This standard along with 8.3.K.A are taught throughout the year as the National holidays occur.
Explanation/Example of the Standard
A symbol is a picture or object that stands for a bigger idea or feeling. There are important symbols that represent our country including a national bird (bald eagle). Our flag is a symbol of the country where we live and for all the people who live here with us. Certain people and events are often celebrated through holidays. National holidays are important and are created for a reason.

Big Idea(s)	Essential Question(s)
Our country has many important symbols. Our country celebrates special events and people through National holidays.	• What is a symbol? • What are some symbols that represent our country? • Why do we use symbols? • What three colors do we use as a symbol of our country?

Assessments
See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
• symbol • flag • bald eagle • Statue of Liberty • Liberty Bell • American holidays • Fourth of July • Memorial Day • Constitution Day • President's Day • Martin Luther King Day • Thanksgiving	• Identify several American symbols and their significance.

I Can Statements
I can name and explain our national holidays. I can identify symbols of the United States.

CVSD SS Curriculum Map - Kindergarten

CV Priority Standard/PA Academic Standard
5.2.K.B. – Identify a problem and discuss possible solutions.
Taught in Unit(s)
Civics and Government Trimester 1
Explanation/Example of the Standard
It important for students to identify problems and work through solutions in a peaceful manner. Students should be able to sit calmly, talk and listen, think of multiple solutions and agree on an outcome. They will identify adults in various roles who can help them solve problems.

Big Idea(s)	Essential Question(s)
Solving problems leads to a more peaceful community	• How can we solve problems peacefully in the classroom? • Who can help you solve problems?
Assessments	
See unit map for specific unit common assessments	

Concepts (what students need to know)	Skills (what students must be able to do)
• problem • solution • peaceful • conflict resolution	• Identify a problem • Create a list of possible solutions • Demonstrate peaceful behavior • Identify adults who can help solve problems • Role play real world conflict situations and teach the students how to solve problems peacefully.
I Can Statements	
I can identify a problem and brainstorm a list of solutions.	

CVSD SS Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
6.3.K.D – Identify products produced in the region or state.
Taught in Unit(s)
Economics Trimester 3
Explanation/Example of the Standard
Many products are produced/grown locally and throughout Pennsylvania (Utz snacks, chocolate, mushrooms & apples). Purchasing goods produced/grown locally helps boost your community's economy.

Big Idea(s)	Essential Question(s)
When products are produced and purchased locally, it helps the community grow.	• What products are made in our community? • What products are made in our state? • Why is it important for people to buy goods produced in their community?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	**Skills (what students must be able to do)**
• products • produced • state	• identify products produced locally • identify products produced in PA • explain why it is good to buy things produced locally
I Can Statements	
I can identify goods that are produced locally and around my state.	

CVSD SS Curriculum Maps ~ Kindergarten

CV Priority Standard/PA Academic Standard
6.5.K.A. – Identify individuals who volunteer in the community.
Taught in Unit(s)
Economics Trimester 1
Explanation/Example of the Standard
A person who works but is not paid is called a volunteer. Volunteers do many important jobs. Some volunteers work in schools or hospitals. Other volunteers bring food to people who cannot leave their homes. Volunteers also help when people are in trouble because of floods or earthquakes.

Big Idea(s)	Essential Question(s)
Volunteers are members of our communities who help when needed but do not get paid.	What is a volunteer? Why do people volunteer? Who are the volunteers in our community?
Assessments	
See unit map for specific unit common assessments	

Concepts (what students need to know)	Skills (what students must be able to do)
volunteer community	Define what a volunteer is Name volunteers in the community Explain why people volunteer Explain why volunteers are needed
I Can Statements	
I can help others by volunteering. I can identify volunteers in my community.	

CVSD SS Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
7.1.K.B – Describe the location of places in the home, school, and community to gain an understanding of relative location.
Taught in Unit(s)
History and Geography Trimester 2
Explanation/Example of the Standard
We use directional and positional words to describe where things are located (near/far, above/beneath, left/right, up/down, over/under, here/there, front/back, behind/in front).

Big Idea(s)	Essential Question(s)
People can describe their surroundings using positional words and phrases. Positional words are used to locate specific places.	What are some words that tell us where things are? Where do I live? How can I give directions to someone in my school? Where are things located in your home? Where are things located in your neighborhood?

Assessments
See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
address location directions neighborhood left right positional words	Describe where things are located in their home and neighborhood Recite their home address Give directions to someone in their school Define positional words Use terms to describe various locations in the school

I Can Statements
I can recite my home address. I can find my way around my school. I can describe my neighborhood (streets, buildings, fields, lakes).

CVSD SS Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
7.2.K.B. – Identify land and water forms.
Taught in Unit(s)
History and Geography Trimester 2
Explanation/Example of the Standard
Land and water can be distinguished on a map or globe. A map is a picture or representation of the Earth's surface. A globe is a three-dimensional representation of the Earth. The Earth is made of water and land. Land and water are represented in different ways on maps and globes. Bodies of water are colored blue and land is colored green. There are various bodies of water in our area.

Big Idea(s)	Essential Question(s)
Globes and maps can be used to locate land and water forms.	How are land and water represented on maps?
Assessments	
See unit map for specific unit common assessments	

Concepts (what students need to know)	Skills (what students must be able to do)
land water forms (rivers, lakes, streams, creeks & ponds) map globe	Color bodies of water blue on maps Color land green on maps Identify areas of land and areas of water on a map and globe Identify local bodies of water
I Can Statements	
I can show land and bodies of water on map and globes.	

CVSD SS Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
8.2.K.A. – Identify people in authority.
Taught in Unit(s)
Civics and Government Trimester 1
Explanation/Example of the Standard
Students needs to be able to work with people in authority in order to find solutions to problems. Showing people in authority respect in key to having successful relationships.

Big Idea(s)	Essential Question(s)
Authority figures in the home, school and community influence the well-being of people.	What is authority? Who are people in authority at school? Who are people in authority at home? Who are people in authority in the community? How can I show respect to people in authority?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	**Skills (what students must be able to do)**
authority respect	Define authority Identify people in authority at school, home and in the community Demonstrate ways to show respect to authority figures.
I Can Statements	
I can identify people in authority at home, school and in the community. I can ask people in authority for help.	

CVSD SS Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
8.3.K.A. – Identify American people related to national holidays
Taught in Unit(s)
This standard along with 5.1K.F.are taught throughout the year as the national holidays occur.
Explanation/Example of the Standard
Holidays help tell the story of our history and culture. It is important to understand the contributions of individuals in our countries history.

Big Idea(s)	Essential Question(s)
Famous Americans are honored on national holidays.	What makes something a holiday? Why are some people honored on holidays?
Assessments	
See unit map for specific unit common assessments	

Concepts (what students need to know)	Skills (what students must be able to do)
holidays Christopher Columbus Martin Luther King George Washington Abraham Lincoln	Identify important Americans Describe the national holidays related to famous Americans and when they are celebrated.
I Can Statements	
I can tell why some Americans are honored on holidays. I can tell what makes something a holiday. I can retell stories about the people that we celebrate with certain holidays.	

CVSD SS Curriculum Map ~ Kindergarten

CV Priority Standard/PA Academic Standard
8.3.K.C. – Demonstrate an understanding of time order.
Taught in Unit(s)
This standard is taught throughout the school year.
Explanation/Example of the Standard
Each person has a personal and family history of events over time. A timeline shows the order in which these events happen. Special events in our lives can occur in the past, present and future.

Big Idea(s)	Essential Question(s)
Students will understand time order by tracing their own family history.	• What special events have taken place in your life and family over time? • What traditions are important to your family?
Assessments	
See unit map for specific unit common assessments	

Concepts (what students need to know)	Skills (what students must be able to do)
• time order • timeline • traditions • family history • past • present • future	• Identify and place in order events that have taken place in your life. • Describe your family traditions
I Can Statements	
I can understand my own personal life history (birth, toddler, preschool). I can put the events in my life in the correct order. I can tell the difference between the past, present and future.	