

## KINDERGARTEN SCIENCE CURRICULUM

	<b>Suggested Time Line</b> <i>How much time will be spent of this learning?</i>	<b>Essential Questions and Content</b> <i>What will be taught? (broken down by chapter/section)</i>	<b>NJCCC Standards</b> <i>What state standards will be met by these objectives?</i>	<b>Instructional Objectives</b> <i>The students will be able to...</i>	<b>Assessment</b> <i>What evidence will I collect that demonstrates that the students have achieved the objective?</i>	<b>Instructional Domain</b> <i>How will the learning be structured</i>	<b>Instructional Activities</b> <i>What will the students do to achieve the objective?</i>
<b>Unit E- Body Parts</b>							
Lesson 1		What are our external body parts?	5.5-A.4 (grades 3-4 standards)	<ol style="list-style-type: none"> <li>Identify and describe the position of various external body parts</li> <li>Explain the functions of various external body parts</li> </ol>	<ul style="list-style-type: none"> <li>Written Reviews and Tests</li> <li>Classroom observations</li> <li>Ongoing lesson assessment</li> <li>Performance assessment</li> <li>Portfolio assessment</li> <li>Lesson activities</li> <li>Open ended questions</li> <li>Critical thinking questions</li> <li>Group discussion</li> <li>Written and oral tests and quizzes</li> <li>Projects</li> <li>Self Assessment</li> <li>Presentations</li> <li>Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated instruction</li> <li>Flexible Grouping</li> <li>Overhead</li> <li>Graphic Organizers</li> <li>Teacher modeling</li> <li>Guided and independent reading</li> <li>Guided and independent writing</li> <li>Conferencing</li> <li>Technology</li> <li>Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Observe</li> <li>Classify</li> <li>Measure</li> <li>Communicate</li> <li>Infer</li> <li>Predict</li> <li>Collect, record, and interpret data</li> <li>Make hypotheses</li> <li>Experiment</li> <li>Making and using models</li> <li>PODs</li> <li>Discussions</li> <li>Cooperative Learning Activities</li> <li>Word Wall Vocabulary</li> <li>Graphic Organizers</li> <li>Critical Viewing and Listening</li> </ul>

Lesson 2		What are our internal body parts?	5.5-A.4 (grades 3-4 standards)	1. Identify and locate various internal body parts	<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• POD's</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>
Lesson 3		How do our hands help us?	5.5-A.4 (grades 3-4 standards)	<p>1. Analyze and evaluate the dexterity of the human hand in performing a variety of tasks</p> <p>2. Identify ways that hands are useful in performing many tasks</p>	<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• PODs</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>

Lesson 4		How do our bones help us?	5.5-A.4 (grades 3-4 standards)	<ol style="list-style-type: none"> <li>1. Construct a three-dimensional model of a human backbone</li> <li>2. Recognize that bones give support and shape to the body</li> </ol>	<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• PODs</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>
Lesson 5		How do our muscles help us?	5.5-A.4 (grades 3-4 standards)	<ol style="list-style-type: none"> <li>1. Test the ability of muscles to move different bones in the body</li> <li>2. Describe the movement of muscles and bones</li> </ol>	<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• PODs</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>

Lesson 6		How does our heart help us?	5.5-A.4 (grades 3-4 standards)	<ol style="list-style-type: none"> <li>1. Compare the heart rate before exercise with the heart rate after exercise</li> <li>2. Describe the role the heart plays in pumping blood throughout the body</li> </ol>	<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• PODs</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>
Lesson 7		How does our stomach help us?	5.5-A.4 (grades 3-4 standards)	<ol style="list-style-type: none"> <li>1. Identify the path food takes to the stomach</li> <li>2. Describe the noise the stomach makes as part of the process of digestion</li> </ol>	<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• PODs</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>

Lesson 8		How does our brain help us?	5.5-A.4 (grades 3-4 standards)	<p>1. Apply thinking skills in a problem-solving situation</p> <p>2. Identify a variety of behaviors that the brain controls</p>	<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• PODs</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>
Lesson 9		How do our senses help us?	5.5-A.4 (grades 3-4 standards)	<p>1. Compare the kinds of sensory information that the sense organs provide</p> <p>2. Identify different foods by using the senses</p>	<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• PODs</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>