CURRICULUM GUIDE

Science - Kindergarten

Providence Schools

Background

Providence Schools teachers and administrators worked collaboratively with consultants from the Charles A. Dana Center at the University of Texas at Austin to develop the mathematics and science curriculum frameworks. The curriculum frameworks encompass two critical questions:

- Content Standards that establish clearly defined expectations for all students, helping to answer the question, ***What do students have to learn?***
- Performance Standards that determine performance expectations for content standards, helping to answer the question, ***How well do the students have to learn it?***

The curriculum framework provides a work plan that directs the instruction delivered in every classroom in every school in the district. Instruction—the way the curriculum is presented to students—will focus on the needs of students.

Purpose and Use of Curriculum Guides

Curriculum Guides for the curriculum for each grade and subject outline the approximate number of days that each unit in the curriculum will be taught; describe the content to be learned; and list the essential questions that students should be able to answer by the end of the unit.

Parents should become familiar with the Curriculum Guides. You should know when your child is being taught different topics. You should also know the essential questions that your child should be able to answer by the end of each unit.

It is important that you understand that you do not have to be familiar with the content that your child is learning in order to help them with their studies. There are basic questions that you can ask to determine if your child understands the content.

Ask your child what she is learning in each subject
Does she understand the topic? Is the unit exciting or boring? What specifically does she like or dislike about the topic? Does she understand how the topic relates to the real world?

You know your child better than anyone. You will be able to tell if she or he is benefiting from the instruction and understanding the content of the material by the way they answer you. Speak to your child's teacher if you suspect there is a problem.

Ask your child about his assignments
What is the required work? Has he finished the work on time? Is he having difficulty? If he is having difficulty, why?

Encourage your child to talk to her teachers if she is having difficulty understanding a concept or completing an assignment. If your child continues to experience difficulty, speak to the teacher yourself so that the two of you can work together to support your child.

Even if you do not understand the content that your child is learning, the fact that you are showing interest in his or her school work and believe that it is important that he or she does well sends a powerful message.

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UNITS	
Content students will be learning	**Essential questions students should be able to answer by end of unit**
Unit 1 - Organisms in an Aquatic Environment (5 days) • Understand that organisms in aquatic environments have identifiable structures. • Understand how behaviors of organisms are influenced by conditions in the environment. • Explain how all organisms have basic needs. • Describe how all animals deserve respect and gentle care.	» What are some ways to identify organisms? » What behaviors of organisms can be observed? » What are some proper ways to handle organisms?
Unit 2 - Characteristics of Organisms (3 days) • Understand that structures of certain organisms have identifiable functions. • Explain how behaviors of organisms are influenced by conditions in the environment. • Observe how all organisms have basic needs. • Describe how all animals deserve respect and gentle care.	» How do structures help an organism live? » What behaviors of organisms can be observed?
Unit 3 - Structures and Behaviors of An Organism (3 days) • Understand how an organism's behavior is influenced by conditions in the environment. • Observe how organisms have identifiable structures. • Observe how each kind of organism has a unique structure and behavior. • Compare how different kinds of organisms have similar structures and behaviors. • Describe how all organisms deserve respect and gentle care.	» How does an organism use its environment? » What are some parts of organisms? » What parts of an organism assist it with movement?
Unit 4 - Structures and Behaviors of Organisms (4 days) • Compare how similar organisms can be alike and different. • Understand that the structure and function of similar organisms can be similar and different. • Observe that similar organisms can have different behaviors. • Observe that different organisms can live in the same habitat. • Explain how living organisms have basic needs. • Describe how all animals deserve respect gentle care.	» What are some ways to distinguish between the head and tail of organisms? » How do organisms meet their basic needs? » What is a habitat? » What behaviors can be observed in organisms that live in a classroom habitat?
Unit 5 - Life Cycle and Development of an Organism (4 days) • Describe life cycles of some organisms. • Observe that some organisms require certain environmental conditions to survive. • Understand that different types of young animals resemble their parents. • Investigate how behaviors of most organisms can be identified and observed. • Describe how all animals deserve respect and gentle care.	» What are some needs of animals? » What are some different behaviors of animals? » What are some ways to care for animals?

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