


## Kindergarten Social Studies Curriculum Bundle #6

<b>Title</b>		<b>Suggested Dates</b>
How Do I Celebrate? Scientific Investigation and Reasoning		December 7—18, 2009 (10 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• Many families come together through special customs and traditions to celebrate special days and events. (There are also people who do not celebrate special days and events for reasons very important to them.)</li> <li>• We can learn a lot about ourselves and our community from people who are older.</li> <li>• Science is an ongoing cycle of questioning and problem solving.</li> <li>• We ask certain questions to find out certain information.</li> </ul>	<ul style="list-style-type: none"> <li>• How are our families similar and different in how they celebrate (or do not celebrate) special days and events?</li> <li>• What are special events in my community?</li> <li>• What can I learn about myself and my community from people who are older?</li> <li>• How can I learn new things on my own?</li> <li>• How can I use my senses and other tools to help me learn things?</li> <li>• How can I gather information and organize it?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

<b>Knowledge &amp; Skills with Student Expectations</b>	<b>Specificity &amp; Examples</b>	<b>Suggested Resources</b> (Read the note above)
<p><b>K.12 Culture. The student understands how people learn about themselves through family customs and traditions.</b></p> <p>K.12A identify family customs and traditions and explain their importance</p>	<ul style="list-style-type: none"> <li>• Customs are routine practices and habits of a family which become tradition; perhaps family holiday and birthday celebrations</li> <li>• Traditions come from transmitting knowledge and practices through generations without written instructions: like celebrations, cultural traditions, ethnic foods, etc.</li> <li>• Specifics will come from student input</li> </ul>	<p><b>TEACHER NOTE:</b> Consider using clips from <a href="http://www.storycorps.net">www.storycorps.net</a> to look at other peoples’ customs. (Be sure to listen to clips in advance of sharing with class—not all are appropriate for kindergarten.) Students can then interview their own relatives.</p> <p><a href="#">United Streaming</a></p> <ul style="list-style-type: none"> <li>- “How Customs and Heritage Shape Communities” (16:00min)</li> </ul> <p>Reading Rainbow</p> <ul style="list-style-type: none"> <li>- “Borrequita and the Coyote” (Verna Aardema); Mexican American Culture</li> <li>- “Knots on a Counting Rope” (Bill Martin Jr.); Native American</li> <li>- “Rechenka’s Eggs” (Patricia Polocco); Ukrainian art of egg painting</li> <li>- “Galimoto” (Karen Lynn Williams); African boy in search for a wire</li> <li>- “Gift of the Sacred Dog” (Paul Goble) Native American</li> </ul>

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		<p>story</p> <p><a href="#">“December Holiday Celebrations”</a> from Texas Law-Related Education (Helps teach TEKS K.12A-C, K.15AB, K.16A)</p>
<p><b>K.12 Culture. The student understands how people learn about themselves through family customs and traditions.</b></p> <p>K.12B compare family customs and traditions</p> <p><b>HealthK.8Personal / Interpersonal Skills. The student understands ways to communicate consideration and respect for self, family, friends, and others</b></p> <p>HealthK.8A recognize and describe individual differences and communicate appropriately with all individuals</p> <p>HealthK.8B explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals</p>	<ul style="list-style-type: none"> <li>• Holiday, birthday, other customs</li> <li>• How do our family’s customs and traditions make us who we are?</li> <li>• Specifics will come from student input</li> </ul>	<p>Invite classroom family members to discuss family customs and traditions (such as pictures, folktales, food, songs, etc)</p> <p><a href="http://www.school.eb.com/">http://www.school.eb.com/</a> (Encyclopedia Britannica website)</p> <p>To LOGIN:</p> <ul style="list-style-type: none"> <li>- go to <a href="http://www.pflugervilleisd.net">www.pflugervilleisd.net</a></li> <li>- login: 227904__ ←3 digit school #</li> <li>- password: “learn”</li> </ul> <p>“<a href="#">Diversity in the Classroom</a>” lesson plan from Maps 101 may help teach TEKS K.11B, 12B. (Your campus password is located on the Intranet &gt; Technology &gt; Passwords.)</p>
<p><b>K.12 Culture. The student understands how people learn about themselves through family customs and traditions.</b></p> <p>K.12C describe customs of the local community</p>	<p><b>Customs of local community</b></p> <ul style="list-style-type: none"> <li>• Deutschenfest</li> <li>• Football games (high school or UT)</li> <li>• Cinco de Mayo</li> </ul> <p><b>TEACHER NOTE:</b> You may revisit cultures discussed throughout the year. Other customs you might want to teach or discuss include Chinese New Year, Juneteenth, Capitol 10,000, etc.</p>	<p>For background information on community customs, <a href="http://www.wikipedia.org/">http://www.wikipedia.org/</a></p> <p><a href="#">Deutschen Pfest in Pflugerville</a></p> <p>“<a href="#">December Holiday Celebrations</a>” from Texas Law-Related Education (Helps teach TEKS K.12A-C, K.15AB, K.16A)</p> <p>Assurance words: Traditions Family</p>
<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. . In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p><b>K.15 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</b></p> <p>K.15A obtain information about a topic using a variety of oral sources such as conversations, interviews, and music</p>		

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<p><b>K.16 Social studies skills. The student communicates in oral and visual forms.</b></p> <p>K.16A express ideas orally based on knowledge and experiences</p>		
<p style="color: red;">This bundle allows time to review and revisit the science process skills; spiraling.</p> <p style="color: red;">While the class science projects are done in accordance to the campus plan (See Science Project / Science Fair guide), this bundle allows the opportunity to work on or complete a science project (classification, or class research and display), and other investigations of choice focusing on tools, equipment, systematic process, critical thinking, and questioning skills.</p> <p style="color: red;">This is also time build in to focus on the skill of questioning. Students need to be taught matching questions with the type of information they seek.</p>		
<p><b>SCIENCE TEKS</b></p> <p><b>K.1 Scientific Investigation and Reasoning.</b> The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices.</p> <p><b>K.1a</b> identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately.</p> <p><b>K.1b</b> discuss the importance of safe practices to keep self and others safe and healthy.</p> <p><b>K.1c</b> demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal</p> <p><b>HealthK.2 Health behaviors.</b> The student understands that behaviors result in healthy or unhealthy conditions throughout the life span.</p> <p><b>HealthK.2d</b> identify ways to avoid harming oneself or another person</p>	<p style="color: red;">This bundle allows time to review and revisit the science process skills; spiraling.</p> <p style="color: red;">While the class science projects are done in accordance to the campus plan (See Science Project / Science Fair guide), this bundle allows the opportunity to work on or complete a science project (classification, or class research and display)</p> <p style="color: red;">This is also time build in to focus on the skill of questioning. Students need to be taught matching questions with the type of information they seek.</p>	<p>Resources listed here apply to the entire bundle.</p> <p>IF I TRY (Intranet)</p> <p><a href="#">KLEW/ Claims &amp; Evidence</a></p> <p><a href="#">PISD Elem Science Homepage</a></p> <p>PISD K-5 Equipment Alignment</p> <p><a href="#">PISD Safety Website</a></p> <p>-Safety Contracts, games, etc -Science Safety is Elementary (for teachers) -Safety in the Elementary Classroom (for teachers)</p> <p><a href="#">DuPont Science Safety Zone website</a></p> <p><a href="#">Texas Science Safety Standards</a></p> <p><a href="#">NetTrekker</a>: keyword – Science Fair Projects</p> <p><a href="#">TAKScopes</a> Can be used for project ideas</p> <p><a href="#">Using Science Notebooks in Elementary Classrooms</a> by Michael Klentschy (Chapter: Questioning). This book can be found in your campus professional development collection (library).</p> <p>PISD Science Project / Science Fair Guide: 2009-2010 (Science Curriculum Information folder inside of the campus share folder or see your Campus Science Fair Contact)</p> <p>Investigations / concepts previously conducted can be expanded here; students can design a new investigation by</p>
<p><b>SCIENCE TEKS</b></p> <p><b>K.2 Scientific investigation and reasoning.</b> The student develops abilities to ask questions and seek answers in classroom and outdoor investigations</p> <p><b>K.2a</b> ask questions about organisms, objects, and events observed in the natural world</p> <p><b>K.2b</b> plan and conduct simple descriptive investigations such as ways objects move</p>		

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<p><b>K.2c</b> collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools</p> <p><b>K.2d</b> record and organize data and observations using pictures, numbers and words</p> <p><b>K.2e</b> communicate observations with others about simple descriptive investigations</p>		<p>altering the question to a previous investigation.</p> <p>Investigations setting the stage for upcoming expansion and ideas can be conducted here.</p> <p><b>Vernier Probeware</b> / Logger Lite for data collection. Probeware can be found on each laptop cart (Go Temp!). Logger Lite software allows real time data collection. Elementary computer images already have this software loaded. Lessons are in the campus library as well as in the Sci Curriculum Info folder in each campus share folder.</p>
<p>SCIENCE TEKS</p> <p><b>K.3 Scientific investigation and reasoning.</b> The student knows that information and critical thinking are used in scientific problem solving.</p> <p><b>K.3a</b> identify and explain a problem such as the impact of littering on the playground and propose a solution in his/her own words.</p> <p><b>K.3b</b> make predications based on observable patterns in nature such as the shapes of leaves</p> <p><b>K.3c</b> explore that scientists investigate different things in the natural world and use tools to help in their investigations</p>		
<p>SCIENCE TEKS</p> <p><b>K.4 Scientific investigation and reasoning.</b> The student uses age-appropriate tools and models to investigate the natural world.</p> <p><b>K.4a</b> collect information using tools including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums</p> <p><b>K.4b</b> use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment</p>	<p>Expose students to tools – great time for mini-lessons on tools and equipment themselves. These alone can be descriptive investigations for kindergarten.</p>	