

Paris Crestwood Kindergarten Curriculum Maps

The following document includes the following:

1. Kindergarten Standards:
 - a. Common Core State Standards for ELA and Mathematics
 - b. Next Generation Science Standards for Science
 - c. Illinois Learning Standards for Social Studies
2. Scope and Sequences:
 - a. Reading (Deanna Jump Guided Readers)
 - b. Phonics (Jolly Phonics and Dolch Sight Words)
 - c. Mathematics (Go Math)
 - d. Science
 - e. Social Studies

Common Core State Standards for English/Language Arts

Reading: Literature

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading: Informational Text

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
 - RF.K.1.a Follow words from left to right, top to bottom, and page by page.
 - RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
 - RF.K.1.c Understand that words are separated by spaces in print.
 - RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - RF.K.2.a Recognize and produce rhyming words.

- RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4 Read emergent-reader texts with purpose and understanding.

Writing

- 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...).
- 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.
- 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.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.K.1.a Print many upper- and lowercase letters.
 - L.K.1.b Use frequently occurring nouns and verbs.
 - L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

- L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - L.K.1.f Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.K.2.a Capitalize the first word in a sentence and the pronoun I
 - L.K.2.b Recognize and name end punctuation.
 - L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
 - L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards for Mathematics

Counting & Cardinality

- K.CC.A.1 Count to 100 by ones and by tens.
- K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
 - K.CC.B.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - K.CC.B.4.b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - K.CC.B.4.c Understand that each successive number name refers to a quantity that is one larger.
- K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
- K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

Operations & Algebraic Thinking

- K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.A.5 Fluently add and subtract within 5.

Numbers & Operations in Base Ten

- K.NBT.A.1 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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement & Data

- K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry

- K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.A.2 Correctly name shapes regardless of their orientations or overall size.
- K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
- K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Next Generation Science Standards

Physical Sciences

- K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
- K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.
- K-PS3-2 Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth's surface.

Life Sciences

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Earth & Space Sciences

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.
- K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Illinois Learning Standards for Social Studies

Inquiry Skills

- SS.IS.1.K.-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers
- SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions.
- SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers.
- SS.IS.4.K-2: Evaluate a source by distinguishing between fact and opinion.
- SS.IS.5.K-2: Ask and answer questions about arguments and explanations.
- SS.IS.6.K-2: Use listening, consensus building, and voting procedures to decide on and take action in their classroom.

Civics Standards

- SS.CV.1.K: Describe roles and responsibilities of people in authority.
- SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of the school.

Geography Standards

- SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people's lives.
- SS.G.2.K: Identify and explain how people and goods move from place to place.

Economics and Financial Literacy Standards

- SS.EC.1.K: Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).

History Standards

- SS.H.1.K: Compare life in the past with life today.
- SS.H.2.K: Explain the significance of our national holidays and the heroism and achievements of the people associated with them.

Kindergarten Reading Scope and Sequence

Unit	Story Read Aloud by Teacher	Reading Level	Genre	Skills	Common Core State Standards
Unit 1	Chicka Chicka Boom Boom	L	Picture Book	Alphabet and Sounds, Concept of Word, Title and Author, Rhyme, Connections, Characters, Setting, Opinions, Retell	RF.K.1, RF.K.2, RF.K.3, RF.K.4, RF.K.5, RF.K.6, RK.K.7, RF.K.8, RF.K.9, RF.K.10, L.K.1, L.K.2, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
Unit 2	Stand Tall, Molly Lou Melon	L	Fiction		
Unit 3	The Dot	L	Fiction/Picture Book		
Unit 4	The Recess Queen	L	Fiction		
Unit 5	Lily's Purple Plastic Purse	N	Fiction		
Unit 6	Chrysanthemum	M	Picture Book		
Unit 7	Otis	L	Fiction	Alphabet and Sounds, CVC/Word Families, Capital/Lowercase Differentiation, Punctuation, Letters/Words Differentiation, Rhyme, Blend/Segment, Syllables, Inference, Vocabulary Development, Begin Heart Words	RF.K.2, RF.K.3, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.9, RL.K.10, RF.K.1, L.K.1, L.K.2, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
Unit 8	Knuffle Bunny	K	Picture Book		
Unit 9	Pumpkin Jack	-	Fiction		
Unit 10	Bat Loves the Night	M	Picture Book		
Unit 11	The Relatives Came	L	Fiction	Alphabet and Sounds, CVC/Word Families, Capital/Lowercase Differentiation, Punctuation, Letters/Words Differentiation, Rhyme, Blend/Segment, Syllables, Inference, Vocabulary Development	RF.K.2, RF.K.3, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RK.K.1, L.K.1, L.K.2
Unit 12	Wemberly Worried	L	Fiction		
Unit 13	Scaredy Squirrel	L	Fiction		
Unit 14	Turkey Trouble	K	Fiction		
Unit 15	Bear Snores On	K	Fiction	Alphabet and Sounds, CVC/Word Families, Capital/Lowercase Differentiation, Punctuation, Letters/Words Differentiation, Rhyme, Blend/Segment, Syllables, Inference, Vocabulary Development, Digraphs	RF.K.1, RF.K.2, RF.K.3, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RK.K.1, L.K.1, L.K.2
Unit 16	Gingerbread Man	G	Fiction		
Unit 17	Gingerbread Girl	N	Fiction		
Unit 18	Peter's Chair	J	Picture Book		
Semester Break					

Unit 19	The Snowy Day	J	Fiction/Picture Book	Alphabet and Sounds, CVC/Word Families, Capital/Lowercase Differentiation, Punctuation, Letters/Words Differentiation, Rhyme, Blend/Segment, Syllables, Inference, Vocabulary Development, Blends	RF.K.1, RF.K.2, RF.K.3, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RK.K.1, L.K.1, L.K.2
Unit 20	Ice Bear	O	Fiction		
Unit 21	Snowmen at Night	K	Fiction		
Unit 22	Tacky the Penguin	L	Fiction		
Unit 23	Just Going to the Dentist	I	Fiction	Alphabet and Sounds, CVC/Word Families, Capital/Lowercase Differentiation, Punctuation, Letters/Words Differentiation, Rhyme, Blend/Segment, Syllables, Inference, Vocabulary Development, Long Vowels	RF.K.1, RF.K.2, RF.K.3, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RK.K.1, L.K.1, L.K.2
Unit 24	Roses are Pink, Your Feet Really Stink	L	Fiction		
Unit 25	Abe Lincoln's Hat	M	Nonfiction		
Unit 26	Hooway for Wodney Wat	M	Fiction		
Unit 27	3 Billy Goats Fluff	-	Fiction/Fairy Tale	Alphabet and Sounds, CVC/Word Families, Capital/Lowercase Differentiation, Punctuation, Letters/Words Differentiation, Rhyme, Blend/Segment, Syllables, Inference, Vocabulary Development, Cause/Effect	RF.K.1, RF.K.2, RF.K.3, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RK.K.1, L.K.1, L.K.2
Unit 28	Jamie O'Rourke and the Big Potato	L	Folklore		
Unit 29	Koala Lou	K	Fiction		
Unit 30	Easter Bunny Assistant	-	Fiction		
Unit 31	Tops and Bottoms	L	Fiction/Folklore	Alphabet and Sounds, CVC/Word Families, Capital/Lowercase Differentiation, Punctuation, Letters/Words Differentiation, Rhyme, Blend/Segment, Syllables, Inference, Vocabulary Development, Author's Purpose, Schema, Character Examination, Problem/Solution	RF.K.1, RF.K.2, RF.K.3, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RK.K.1, L.K.1, L.K.2
Unit 32	Piggie Pie	L	Fiction		
Unit 33	Hey Little Ant	N/A	Fiction		

Unit 34	Chickens Aren't the Only Ones	L	Nonfiction	Alphabet and Sounds, CVC/Word Families, Capital/Lowercase Differentiation, Punctuation, Letters/Words Differentiation, Rhyme, Blend/Segment, Syllables, Inference, Vocabulary Development, Figurative Language	RF.K.1, RF.K.2, RF.K.3, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.8, RL.K.9, RL.K.10, RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10, RK.K.1, L.K.1, L.K.2
Unit 35	Don't Let Pigeon Drive the Bus	I	Fiction		
Unit 36	How I Became a Pirate	M	Fiction		

Key: Read Aloud, Basal Reader, Reading A-Z Book, Novel Unit

Kindergarten Phonics Scope and Sequence

HEART WORDS	SPELLING PATTERNS	JOLLY PHONICS ORDER
<p>go, my, the, look, see, to, we, you, come, little, me, one, and, here, in, red, yellow, away, help, is, run, up, big, can, it, play, three, blue, not, too, find, funny, make, said, where, do, have, like, no, all, get, pretty, this, yes, am, black, did, new, she, out, so, well, white, ate, four, out, that, went, brown, now, say, want, will, but, good, ran, there, who, eat, soon, too, was, into, must, ride, saw, they, under, with</p>	<p>-at, -ap, -an, -ad, -op, -og, -et, -ed, -ug, -un, -it, -ip, sh, ch, wh, th, sl, gl, tr, gr, long/short o, ow, oa, long/short a, ai, ay, - ake, a_e, long/short i, i_e, long/short e, ea, tricky y, ee, long/short u, u_e, ew, ar, ur</p>	<p>S s A a T t I i P p N n C c K k E e H h R r M m D d G g U u F f B b J j Z z W w V v Y y X x</p>

Kindergarten Mathematics Scope and Sequence

CHAPTER	CHAPTER TITLE	# OF LESSONS	ANTICIPATED DAYS TO COMPLETE	COMMON CORE STANDARDS
-	Supplementary Shapes Unit & Rocket Math Number Writing and Fact Practice			
1	Represent, Count, and Write 0-5	10	14	K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.4c
2	Compare Numbers to 5	5	9	K.CC.C.6
3	Represent, Count, and Write 6-9	9	13	K.CC.A.3, K.CC.B.5, K.CC.C.6, K.CC.C.7
4	Represent and Compare Numbers to 10	7	11	K.CC.A.2, K.CC.A.3, K.CC.B.5, K.CC.C.6, K.CC.C.7, K.OA.A.4
5	Addition	12	16	K.OA.A.1, K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.5
6	Subtraction	7	11	K.OA.A.1, K.OA.A.2, K.OA.A.5
7	Represent, Count, and Write 11-19	10	14	K.NBT.A.1, K.CC.A.3
8	Represent, Count, and Write to 20 and Beyond	8	12	K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.5, K.CC.C.6, K.CC.C.7
9	Identify and Describe 2-Dimensional Shapes	12	16	K.G.A.2, K.G.B.4, K.G.B.6
10	Identify and Describe 3-Dimensional Shapes	10	14	K.G.A.1, K.G.A.2, K.G.A.3, K.G.B.4, K.G.B.5
11	Measurement	5	9	K.MD.A.1, K.MD.A.2
12	Classify and Sort Data	5	9	K.MD.B.3

Kindergarten Science Scope and Sequence

CHAPTER	TITLE	NEXT GENERATION SCIENCE STANDARDS
Aug./Sept.	How do animals make their home in the forest?	K-ESS2-2
	Why would you want an old log in your backyard?	K-ESS3-1, K-ESS3-3
	What's the biggest excavator?	K-PS2-1, K-PS2-2
	How can you knock down the most bowling pins?	K-PS2-1
	How can we protect a mountain town from falling rocks?	K-PS2-1, K-PS2-2, K-2-ETS1-2, K-2-ETS1-3
	Famous Inventor: Garrett Morgan	K-2-ETS1-1
Oct.	How can you get ready for a big storm?	K-ESS3-2
	How do you know what to wear for the weather?	K-ESS2-1
	Storm Cloud in a Jar Experiment	K-ESS2-1, K-ESS3-2, K-2-ETS1-1, K-2-ETS1-2
	Parachute STEM	K-PS2-2, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3
Nov.	Research Projects	Writing Standards
	Seasonal Mystery	
	Why do woodpeckers peck wood?	K-LS1-1
	How can you find animals in the woods?	K-ESS3-1
Dec.	How do animals make their home in the forest?	K-ESS2-2
	Where do animals live?	K-ESS3-1
Jan.	Why do woodpeckers peck wood?	K-LS1-1
	Rocket STEM	K-PS2-1, K-PS2-2, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3
Feb.	Research Project	Writing Standards
	Peeps STEM	K-PS2-1, K-PS2-2, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3
Mar.	Seasonal Mystery	
	How could you walk barefoot across hot pavement without burning your feet?	K-PS3-1, K-PS3-2
April	How could you warm up a frozen playground?	K-PS3-1, K-PS3-2, K-2-ETS1-2, K-2-ETS1-3
	What would the weather be like on your birthday?	K-ESS2-1
	How can you get ready for a big storm?	K-ESS3-2
May	Have you ever watched a storm?	K-ESS2-1
	Famous Inventor: Wright Brothers	Reading Standards

Kindergarten Social Studies Scope and Sequence

CHAPTER	TITLE	ILLINOIS LEARNING STANDARDS
Aug./Sept.	Introduction to School Community	SS.CV.1.K, SS.CV.2.K
	Rules	SS.CV.1.K, SS.CV.2.K
	Pledge of Allegiance, Patriot Day, Class Constitution	SS.H.1.K, SS.H.2.K, SS.IS.6.K-2
Oct.	Fire Safety	SS.IS.1.K-2, SS.IS.5.K-2
	Columbus Day	SS.H.1.K, SS.H.2.K
	Safety in Trick-or-Treating	SS.IS.1.K-2, SS.IS.5.K-2
Nov.	Thanksgiving	SS.IS.3.K-2, SS.H.1.K, SS.H.2.K
	Families	
Dec.	World Holidays	SS.H.1.K, SS.H.2.K
Jan.	Martin Luther King, Jr.	SS.H.1.K, SS.H.2.K
	Conflict Resolution	SS.IS.5.K-2, SS.IS.6.K-2
Feb.	Elections	SS.IS.6.K-2
	Presidents	SS.H.1.K, SS.H.2.K
	Black History – Harriet Tubman & Barack Obama	SS.H.1.K, SS.H.2.K
Mar.	Career Education	SS.EC.1.K, SS.G.2.K
Apr.	Earth Day	SS.G.1.K
	Conservation & Recycling	SS.EC.1.K
May	Oceans & Geography	SS.G.1.K, SS.G.2.K