



MUSD Grade K Curriculum - Year at a Glance

Math

Unit Name	AZ State Standards	Overview	Assessment Overview
Module 1	K.CC.A.3 K.CC.B.4 (a-c) K.CC.B.5 K.OA.A.3	<p>Numbers to 10</p> <p>Module 1, Kindergarten starts out with solidifying the meaning of numbers to 10 with a focus on embedded numbers and relationships to 5 using fingers, cubes, drawings, 5 groups, and the Rekenrek. Students then investigate patterns of “1 more” and “1 less” using models such as the number stairs (see picture). Because fluency with addition and subtraction within 5 is a Kindergarten goal, addition within 5 is begun in Module 1 as another representation of the decomposition of numbers.</p>	<ul style="list-style-type: none"> ● Observational Assessment ● District Summative Assessment
Module 2	Supporting Standards	<p>Two-Dimensional & Three-Dimensional Shapes</p> <p>In Module 2, Students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. During this module students also practice their fluency with numbers to 10.</p>	<ul style="list-style-type: none"> ● Observational Assessment ● District Summative Assessment
Module 3	K.CC.C.6 K.CC.C.7	<p>Comparison of Length, Weight, Capacity, and Numbers to 10</p> <p>In Module 3, students begin to experiment with comparison of length, weight and capacity. Students first learn to identify the attribute being compared, moving away from non-specific language such as “bigger” to “longer than,” “heavier than,” or “more than.” Comparison begins with developing the meaning of the word “than” in the context of “taller than,” “shorter than,” “heavier than,” “longer than,” etc. The terms “more” and “less” become increasingly abstract later in Kindergarten. “7 is 2 more than 5” is more abstract than “Jim is taller than John.”</p>	<ul style="list-style-type: none"> ● Observational Assessment ● District Summative Assessment
Module 4	K.OA.A.1 K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5 K.NBT.B.2	<p>Number Pairs, Addition and Subtraction to 10</p> <p>In Module 4, number comparison leads to a further study of embedded numbers (e.g., “3 is less than 7” leads to, “3 and 4 make 7,” and $3 + 4 = 7$.) “1 more, 2 more, 3 more” lead into addition (+1, +2, +3). Students now represent stories with blocks, drawings, and equations</p>	<ul style="list-style-type: none"> ● Observational Assessment ● District Summative Assessment
Module 5	K.CC.A.1	Numbers 10-20 and Counting to 100	<ul style="list-style-type: none"> ● Observational Assessment

	K.CC.A.2 K.CC.A.3 K.CC.B.4 (b,c) K.CC.B.5 K.NBT.A.1	In Module 5, after students have a meaningful experience of addition and subtraction within 10 in Module 4, they progress to exploration of numbers 10-20. They apply their skill with an understanding of numbers within 10 to teen numbers, which are decomposed as “10 ones and some ones.” For example, “12 is 2 more than 10.” The number 10 is special; it is the anchor that will eventually become the “ten” unit in the place value system in Grade 1.	<ul style="list-style-type: none"> • District Summative Assessment
Module 6	Supporting Standards	<p>Analyzing, Comparing, and Composing Shapes</p> <p>Module 6 rounds out the year with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.</p>	<ul style="list-style-type: none"> • Observational Assessment • District Summative Assessment

ELA			
Unit Name	AZ State Standards	Overview	Assessment Overview
Unit 1	K.RL.1 K.RL.2 K.RL.3 K.RL.7 K.RI.1 K.RI.2 K.RI.7 K.RF.4 K.W.2 K.W.3 K.SL.1 K.L.2	<p>This unit provides readings and discussion on the focus question: What is being a friend all about? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Recognizes how the words characters say make them seem like real people • Understands that authors use the events in their stories to show characters’ personalities and how characters approach and solve problems • Uses information from a story to predict what a character is likely to do • Has opinions about the characters’ actions and what the author wants readers to know about the characters 	<ul style="list-style-type: none"> • Reading Benchmark • Word Knowledge Inventory • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment
Unit 2	K.RL.1 K.RL.2 K.RL.3 K.RL.7 K.RI.1 K.RI.2 K.RI.7	<p>This unit provides readings and discussion on the focus question: What makes a folktale a special kind of story? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Notices how authors use repetition or patterns to structure their folktale retellings • Follows the events and patterns in a story and uses them to predict what might happen next 	<ul style="list-style-type: none"> • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment

	<p>K.RF.4 K.W.3 K.SL.1 K.L.2</p>	<ul style="list-style-type: none"> • Compares versions of the same tale, noticing how authors may use different details to retell a traditional story • Identifies how the text and the pictures work together to provide information about the characters, setting, and problem in a story • Notices how descriptive language and dialogue add information about characters, and that animals that talk and act like people are found in some stories, but not in real life 	
Unit 3	<p>K.RL.1 K.RL.2 K.RL.3 K.RI.1 K.RI.2 K.RI.7 K.RF.4 K.W.2 K.SL.1 K.L.2</p>	<p>This unit provides readings and discussion on the focus question: How do writers help you care about trees and plants? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Notices different ways in which authors share information about plants • Recognizes how photographs and illustrations provide information that supports and extends the texts • Notices how authors use sequence words and specialized vocabulary to explain how plants grow • Recognizes how authors help readers visualize important information • Expresses opinions about interesting plant facts in a text 	<ul style="list-style-type: none"> • Reading Benchmark • Word Knowledge Inventory • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment
Unit 4	<p>K.RL.1 K.RL.2 K.RL.3 K.RL.7 K.RI.1 K.RI.2 K.RF.4 K.W.1 K.SL.1 K.L.2</p>	<p>This unit provides readings and discussion on the focus question: How does understanding your own feelings and the feelings of others help you in everyday life? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Notices the specific words authors use to describe feelings and how these words relate to what their characters do and say • Recognizes how the feeling words authors use, in both fiction and informational texts, relate to the facial expressions and body language depicted in illustrations or photographs • Tells why characters' emotions relate to the problem in a story and to how that problem is solved • Understands how other characters' actions or specific events affect someone's feelings 	<ul style="list-style-type: none"> • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment
Unit 5	<p>K.RL.1 K.RL.2 K.RL.3 K.RI.1 K.RI.2 K.RI.7 K.RF.4 K.W.3 K.SL.1 K.L.2</p>	<p>This unit provides readings and discussion on the focus question: Where do people work and what jobs do they do? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> • Notices how authors use different types of text to inform readers about what it takes to do a job • Realizes how the organization of the text helps readers take in information • Recognizes how authors explain the meaning of important job-related words • Follows the steps in a process it may take to complete a job, as explained in the text and supported by the photos or art in a book 	<ul style="list-style-type: none"> • Reading Graphic Organizer Rubrics • Writing Rubrics • End of Unit Assessment

		<ul style="list-style-type: none"> Notices how authors include the themes of teamwork and helping others as they explain jobs 	
Unit 6	K.RL.1 K.RL.2 K.RL.3 K.RI.1 K.RI.2 K.RI.7 K.RF.4 K.W.1 K.SL.1 K.L.1 K.L.2	This unit provides readings and discussion on the focus question: How do writers make concept books fun to read? Students will work on the following learnings and skills: <ul style="list-style-type: none"> Notices and understands texts that are based on established categories, such as colors, numbers, the alphabet, or days of the week Recognizes that authors may present more than one kind of concept in a book Understands that the purpose of a concept book is to find an entertaining way to get readers thinking about a concept, such as the alphabet, colors, numbers, or days of the week Notices when authors include rhyme or predictable patterns in concept books Interprets the way in which illustrations support and extend ideas in the text Offers examples based upon reading and discussion in response to the unit focus question: 	<ul style="list-style-type: none"> Reading Benchmark Word Knowledge Inventory Reading Graphic Organizer Rubrics Writing Rubrics End of Unit Assessment
Phonics	K.RF.1 K.RF.2 K.RF.3 K.WF.1 K.WF.2 K.WF.3 K.L.2	<u>Phonics</u> <ul style="list-style-type: none"> Letter identification for a-z Sound recognition for consonants and short vowels Print handwriting for lowercase and uppercase letters Produce sounds for basic digraphs (wh, sh, ch, th, ck) Read and write words using known letters and sounds Read and spell high frequency words Identify and name correct punctuation at end of sentence Capitalize words at beginning of sentences and names of people 	<ul style="list-style-type: none"> Daily formative assessments Letter/Sound assessments End of unit spelling assessments Handwriting assessments
Phonemic Awareness	K.RF.2	<u>Phonemic Awareness:</u> <ul style="list-style-type: none"> Rhyming Initial Phoneme Isolation Blending Isolating final and medial phonemes (sounds) Segmenting Adding Phonemes Deleting Phonemes Substituting Phonemes 	<ul style="list-style-type: none"> Daily formative assessments Beginning, Middle, and End of Year Assessments

Science

Unit Name	AZ State Standards	Overview	Assessment Overview
Unit 1	K.P2U1.1 K.P2U2.2	Physical Science at a Glance Students explore how their senses can detect light, sound, and vibration and how technology can be used to extend their senses.	<ul style="list-style-type: none"> • Performance Task
Unit 2	K.E1U1.3	Earth Science at a Glance Students develop an understanding of patterns to understand changes in local weather, seasonal cycles, and daylight.	<ul style="list-style-type: none"> • Performance Task
Unit 3	K.E1U1.4 K.E2U1.5	Earth Science at a Glance (Continued) Students develop an understanding of patterns to understand changes in local weather, seasonal cycles, and daylight.	<ul style="list-style-type: none"> • Performance Task
Unit 4	K.L2U1.8 K.L1U1.6 K.L1U1.7	Life Science at a Glance Students develop an understanding that the world is composed of living and non-living things. They investigate the relationship between structure and function in living things; plants and animals use specialized parts to help them meet their needs and survive.	<ul style="list-style-type: none"> • Quizzes • Performance Tasks

Social Studies

Unit Name	AZ State Standards	Overview	Assessment Overview
Unit 1	K.SP1.2 K.SP3.1 K.SP3.1	<p>Roles, Rules, and Responsibilities Are All Rules Good Rules? This inquiry engages kindergartners in exploring the various ways people interact with and act upon rules and laws in society. The compelling question “Are all rules good rules?” assumes that while students generally enter school with some concept of rules and what it means to follow or break them, they may not yet understand who makes rules and how they change.</p> <p>Why Do I Have to Be Responsible?</p>	<ul style="list-style-type: none"> • Formative Tasks • Summative Performance Task

		<p>This inquiry is an exploration into the concept of responsibility, beginning within the home and then expanding to school and the community. In examining the idea that we all have important responsibilities, students should consider the question of what could happen if they choose to act irresponsibly. Through interaction with the formative performance tasks and featured sources, students build their knowledge and understanding such that they should be able to develop an argument that answers the compelling question “Why do I have to be responsible?”</p>	
Unit 2	K.SP2.1 K.SP1.2	<p>Holidays and Traditions What Makes Holidays Special? This inquiry encourages kindergartners to expand their study of self and others by deepening their understanding of the role of traditions, holidays, and symbols in establishing cultural identity and unity. The compelling question “What makes holidays special?” reflects an enduring conversation about how and why people engage in ritual and tradition. It is respectful of kindergartners’ intellectual efforts as they are likely to be interested in knowing more about traditions and holidays and are likely to have a meaningful entry point into the discussion based upon personal experiences.</p>	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task
Unit 3	K.SP3.1	<p>Needs and Wants Why Can’t We Ever Get Everything We Need and Want? This inquiry focuses on the economics concept of scarcity by developing an understanding of needs and wants and goods and services through the compelling question, “Can we ever get everything we need and want?” The distinctions between these constructs serve as the necessary components of an examination of the choices people must make when faced with potential limitations. In their investigation of needs and wants, students begin by identifying and discussing the difference between the two terms by determining the ways in which needs and wants can be fulfilled through goods and services and by exploring the choices people face in situations of scarcity. By examining the featured sources in this inquiry, they will use their individual and collective experiences to wrestle with the condition of scarcity and how it affects humans’ desire to satisfy their needs and wants.</p>	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task
Unit 4	K.SP3.1	<p>Maps and Globes Which is Better, a Map or a Globe? This inquiry leads students through an investigation of maps and globes as tools that represent the physical world in different ways. In the inquiry, students consider how each tool represents locations, what purposes each tool serves, and what advantages and disadvantages each tool offers. The study of maps and globes provides the foundation for students to develop an</p>	<ul style="list-style-type: none"> ● Formative Tasks ● Summative Performance Task

		<p>understanding of how and why humans interact with geography and geographic features across time and space. The manner in which students gather, use, and interpret evidence should increase their geographic reasoning and allow them to make and support their arguments in response to the compelling question, "Which is better, a map or a globe?"</p>	
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