

KG2 Unit 2 My Community Scope and Sequence 2016/2017

Time frame	Unit Name	Enduring Understandings	Knowledge	Skills
12 weeks	<p>Unit 2: My Community Theme 1: My Neighborhood Theme 2: Jobs People Do Theme 3: Making Things Theme 4: Transport</p> <p>Main Idea: Students become aware of their community, what a neighborhood involves, people who help them in their community and ways to travel within their community and further.</p> <p>Unit Question: What makes up my community and why is it important?</p> <p>Learner Profile: Open-minded Inquirers Thinkers</p> <p>Performance Based Assessment Task: Complete a book about the community</p>	<p>THEME:</p> <ol style="list-style-type: none"> 1. There are many different kinds of people, places and things that make up a neighborhood. 2. There are many different types of jobs and each job is important. 3. Many things in our community are made by man. 4. People travel in many different ways from one place to another. <p>ORAL:</p> <ol style="list-style-type: none"> 5. Understanding is gained through listening and observing and ideas need to be clearly expressed. 	<p>K1.1 A neighborhood is a group of different people, places and things.</p> <p>K2.1 People have jobs, and each job contributes to society.</p> <p>K3.1 Some objects in the community are natural but some objects are man-made.</p> <p>K4.1 There are many different modes of transport, which can be grouped in different ways. K4.2 A mode of transport is chosen depending on factors such as distance, surface, etc.</p> <p>K5.1 There are appropriate responses to oral directions. K5.2 It is important to share ideas in a way that one is understood. K5.3 People, places, things, locations and actions can be described by their color, size, shape, etc. K5.4 Rhymes, poems and songs help one learn language patterns. K5.5 Experiences and stories need to follow a logical sequence to be understood.</p>	<p>S1.1 Names and identifies people, places and things that make up a neighborhood.</p> <p>S2.1 Names different jobs, and describes why is each job is important.</p> <p>S3.1 Participate in making things and objects, describing the process.</p> <p>S4.1 Names and sorts different types of transport.</p> <p>S4.2 Chooses appropriate transport depending on given factors.</p> <p>S5.1 Understand and follow two-step oral directions. S5.2 Share information and ideas, speaking audibly in complete, coherent sentences. S5.3 Describe people, places, things, locations, and actions.</p> <p>S5.4 Recite short poems, rhymes and songs.</p> <p>S5.5 Relate an experience or creative story in a logical sequence.</p>

		<p>READING: <i>Concepts about Print</i> 6. Print is organized in specific ways and printed materials provide information.</p> <p><i>Book Handling</i> 7. Books have specific parts and need to be handled correctly</p> <p><i>Phonemic Awareness</i> 8. Reading requires different knowledge, skills and strategies.</p> <p><i>Decoding and Word Recognition</i> 9. Some words can be decoded and some words are recognized by sight.</p>	<p>K6.1 Printed materials provide information.</p> <p>K7.1 Books have different parts; such as cover, title, etc, and each part has a purpose. K7.2 There is a correct way to handle and read a book.</p> <p>K8.1 Sounds can be blended together to form syllables and words. K8.2 Rhyming words are words that sound the same at the ends. K8.3 Words have a beginning and an ending sound.</p> <p>K8.4 When reading, it is important to track each word as you read. K8.5 Numbers of sounds in syllables and syllables in words can be counted.</p> <p>K9.1 Letters produce specific sounds. K9.2 Some words need to be recognized and read by sight. K9.3 New words can be made by changing the letters in a word.</p>	<p>S6.1 Can answer questions about information from printed materials.</p> <p>S7.1 Identify title, author, illustrator, and what their purpose is. S7.2 In English, open and read the book the correct way.</p> <p>S8.1 Blend vowel-consonant sounds orally to make words or syllables. S8.2 Identify and produce rhyming words in response to an oral prompt. S8.3 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. S8.4 Track auditorally each word in a sentence and each syllable in a word. S8.5 Count the number of sounds in syllables and syllables in words.</p> <p>S9.1 Match all consonant and short-vowel sounds to appropriate letters. S9.2 Read simple one-syllable and high-frequency words. S9.3 Understand that as letters of words change, so do the sounds.</p>
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