

Unit of Inquiry – Kindergarten

Transdisciplinary Theme: How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Central Idea:

A community is made up of people, their roles, and the tools they use

Lines of Inquiry:

- People have different roles and responsibilities in a community
- Places have different functions in a community
- People use specific tools to do their jobs in their community

Key concepts:

- Form: What is it like?
- Function: How does it work?
- Change: How is it changing?
- Responsibility: What is our responsibility?

Content & Standards Covered

Math

Students will be able to:

- Count to 100 by ones and by tens using manipulatives
- 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.
- 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.
- 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 object
- Use the property of addition to solve word problem

Reading/Language Arts

Students will be able to:

- Ask questions about key details in a text to answer a question about character, setting and plot
- Retell familiar stories, including key details in a story or poem
- Name the author and illustrator of a story and define the role of each in telling the story.
- Design and create an informational book about community helpers
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Science

Students will be able to:

- Make and test predictions about different kinds of materials (wood, paper, fabric)
- Make observations and gather data about the properties of various materials
- compare activities that occur during the seasons
- Identify or generate a question or problem to be explored.
- Ask questions to answer what, where, and why.

Social Studies

Students will be able to:

- organize their time and belongings by following daily routines
- organize and explain the roles of people in the community
- Identify roles, rights and responsibilities in society
- Identify and sort “tools of the trade” for various careers

Art

Students will be able to

- Identify materials and processes used in the creation of an artwork
- Communicate responses to artwork in a visual, oral or physical mode
- Create artwork in response to a variety of stimuli
- Combine different formal elements to create a specific effect
- Demonstrate an understanding of different types of lines and shapes
- Describe three methods of action painting: cotton ball splat method, marble painting method, and drip and splatter method
- Demonstrate fine-motor skill of basic line and radial weaving
- Identify and build different structures and props relevant to a chosen profession
- Create a geometric style of art inspired by Artist Piet Mondrian
- Create movement with lines
- Organize their artwork into a portfolio

Quran & Islamic Studies

Students will be able to:

- Say the dua for entering and exiting the bathroom by practicing it with the teacher
- Define Wudoo by explaining how Wudoo is when we clean ourselves before prayer
- Explain the steps of Wudoo in order by performing the motions
- Say the dua for after Wudoo by practicing it with teacher.
- Memorize Surah Al-Masad by reciting with the teacher
- Determine when Muslims should pray by listing the five daily prayers in order
- Define the vocabulary for prayer positions – Qiyaam, Ruku, Sajda, Jalsa
- Practice praying Salah by filling out a daily Salah chart for one week.
- Memorize Surah An-Nasr by reciting with the teacher
- Practice the letter sounds and pronunciation with teacher - ا ب ت ث ج ح خ د ذ ر ز ن ي -

Arabic

Students will be able to:

- Recognize their own first name and write it independently.
- Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise خائف، مندهش، حزين، سعيد
- Practice sounds, shapes of the letters and how to write it ق ف غ ع ظ ط ض ص
- Create a book about " what they want to be when they grow up"
- Use single words and two- word phrases in context شرطي هذا، طيار انا
- Name classmates, teachers and familiar classroom and playground objects