

# Kindergarten Thematic Project-Based Curriculum

School-Wide Theme: Discovering the Human Spirit

## Investigations

### Guiding Questions

Who Am I?	My School Community	Winter Scene Building	Community Building	Garden Studies	Kindergarten Cycles
<ul style="list-style-type: none"><li>• What makes me unique?</li><li>• What do I use to connect with my surroundings?</li><li>• How am I alike/ different from my peers?</li><li>• What made me this way?</li></ul>	<ul style="list-style-type: none"><li>• What is my role in my school's community?</li><li>• What are my responsibilities as a learner, friend, and classmates?</li><li>• How can I be independent in my daily routine?</li><li>• What will I contribute to my school?</li></ul>	<ul style="list-style-type: none"><li>• How can we turn our learning environment into a winter scene?</li><li>• What changes do we observe outside?</li><li>• How can we portray the seasonal changes inside?</li><li>• What materials will we use?</li><li>• What process will we follow to create the scene?</li></ul>	<ul style="list-style-type: none"><li>• What observations can you make about the community we live in?</li><li>• What makes a community?</li><li>• How can we replicate our community in our classroom?</li><li>• What are the steps to building a community?</li><li>• What compromise and materials will we use to create our own community?</li></ul>	<ul style="list-style-type: none"><li>• How can a garden contribute to our lives?</li><li>• How can we contribute to our garden?</li><li>• What does a garden/ plant need to be healthy?</li><li>• What are the cycles of a garden?</li><li>• How does the weather affect the garden?</li></ul>	<ul style="list-style-type: none"><li>• Who was I? Who am I now? How have I changed?</li><li>• How do I contribute to the community's growth as well as to my own?</li><li>• Where will the future take me?</li><li>• What have I learned in kindergarten and how can I take it with me?</li></ul>

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## Topics

Who Am I?	My School Community	Winter Scene Building	Community Building	Garden Studies	Kindergarten Cycles
<ul style="list-style-type: none"> <li>• Body Parts</li> <li>• 5 Senses</li> <li>• Characteristics/ Attributes</li> <li>• Resemblance of Parents</li> <li>• Name/ Age Study</li> </ul>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Safety</li> <li>• Social Relationships</li> <li>• Students and Teacher Expectations</li> <li>• Collaborative Work</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with Peers</li> <li>• Cooperation</li> <li>• Communication (active listening, expressing thoughts and ideas clearly, compromising)</li> <li>• Creation and Completion of Project</li> <li>• Presenting Group Work to Class</li> </ul>	<ul style="list-style-type: none"> <li>• What Makes a Community?</li> <li>• Structures</li> <li>• People and Professions</li> <li>• Services</li> <li>• Recreation</li> <li>• Our Roles as Citizens of Our Community</li> </ul>	<p>Science:</p> <ul style="list-style-type: none"> <li>• Cycles, Living vs. Non-Living, Soil, Liquid vs. Solid, Elements of Weather, Observations</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Measuring, Sorting, Classifying, Adding/ Subtracting, Planning, Cooking</li> </ul> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>• Labeling, Fiction vs. Nonfiction, Story Writing, Plays</li> </ul>	<ul style="list-style-type: none"> <li>• Who was I? Who am I now? How have I changed?</li> <li>• How do I contribute to the community's growth as well as to my own?</li> <li>• Where will the future take me?</li> <li>• What have I learned in kindergarten and how can I take it with me?</li> </ul>

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## Products - Showcase of Learning (How will they show what they have learned?)

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<ul style="list-style-type: none"> <li>• Student Body Part Photo Collage</li> <li>• Fingerprint/ Hand Investigations</li> <li>• Name Project</li> <li>• Me Bags</li> </ul>	<ul style="list-style-type: none"> <li>• Uses Classroom Materials Responsibly and Independently</li> <li>• Able to Transition between Lessons</li> <li>• Forms Positive Relationships with Peers</li> <li>• Contributes and Participates in Group and Partner Activities</li> <li>• Friendship Flower</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a "Winter Wonderland" compiled of student created pieces. All project pieces will be planned, designed and built by students with minimal adult assistance.</li> <li>• Group meetings observed by teachers to ensure collaboration and application of strong communication skills between students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will work together to create a 3D community that incorporates all components of a community.</li> <li>• Students will create both 2D and 3D self-portraits to be included in the community.</li> <li>• Students will compose a piece of writing expressing their future roles in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning, deciding, and maintaining a healthy garden</li> <li>• Cook and eat from our garden</li> <li>• Create labels for plants and structures in the garden</li> <li>• Writing / art pieces to demonstrate understanding of learning</li> </ul>	<p>End of year celebration:</p> <ul style="list-style-type: none"> <li>• Speaking pieces to highlight individual growth and change</li> <li>• Music and movement to portray change of seasons and cycles</li> <li>• Poetry writing and reciting</li> <li>• Book making and reading to an audience</li> </ul>

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## Learning Targets

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<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Gain sense of self through hands-on experiences</li> <li>Teach others about themselves through oral presentations</li> <li>Learn and identify body parts and their related senses</li> <li>Recognize similarities and differences amongst peers</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Give several tours of school and explain the significance of each area, workplace, and/ or environment</li> <li>Participate in partner and group activities</li> <li>Form relationships with classmates, MS Buddies, Garden Buddies, and teachers in our community</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Work in groups with an adult coach to formulate a plan, compose a list of materials needed, and finally create desired project pieces</li> <li>Create various components of winter in small groups then work as a larger group to plan and build a scene with all of the completed projects</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Gain an understanding of what it takes to develop a functioning community</li> <li>Become aware of various professions and services provided</li> <li>Reflect upon how they can contribute to their community both now and in the future.</li> </ul>	<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>Learn how to care for various plants</li> <li>Gain an appreciation for full cycle of growing food from seed to table</li> <li>Apply knowledge and make connections to daily life (cycles, healthy habits, etc.)</li> <li>Strengthen their roles in our community while working together to create something</li> </ul>	<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>Believe in themselves as learners, community members and as individuals</li> <li>Gain self-confidence and awareness</li> <li>Have actively contributed to our classroom communities               <ul style="list-style-type: none"> <li>Build a solid foundation for their future growth both academically and emotionally</li> </ul> </li> </ul>

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## Multiple Intelligences

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<ul style="list-style-type: none"> <li>• Bodily-Kinesthetic</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> <li>• Linguistic</li> <li>• Musical-Rhythmic</li> </ul>	<ul style="list-style-type: none"> <li>• Musical-Rhythmic</li> <li>• Logical-Mathematical</li> <li>• Bodily-Kinesthetic</li> <li>• Spatial</li> <li>• Linguistic</li> <li>• Naturalist</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Logical-Mathematical</li> <li>• Bodily-Kinesthetic</li> <li>• Spatial</li> <li>• Linguistic</li> <li>• Naturalist</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Logical-Mathematical</li> <li>• Bodily-Kinesthetic</li> <li>• Spatial</li> <li>• Linguistic</li> <li>• Naturalist</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Logical-Mathematical</li> <li>• Bodily-Kinesthetic</li> <li>• Spatial</li> <li>• Linguistic</li> <li>• Naturalist</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Musical-Rhythmic</li> <li>• Logical-Mathematical</li> <li>• Bodily-Kinesthetic</li> <li>• Spatial</li> <li>• Linguistic</li> <li>• Naturalist</li> <li>• Interpersonal</li> <li>• Intrapersonal</li> </ul>

## Assessment

Who Am I?	My School Community	Winter Scene Building	Community Building	Garden Studies	Kindergarten Cycles
<ul style="list-style-type: none"> <li>• Students can orally name &amp; identify body parts &amp; related senses</li> <li>• Students give oral presentations about themselves and what makes them special</li> <li>• Students can verbally explain how they are similar &amp; different from their peers based on physical attributes</li> </ul>	<ul style="list-style-type: none"> <li>• On-going informal and formal observations</li> </ul>	<ul style="list-style-type: none"> <li>• Informal and formal observations</li> <li>• Group conferences with teacher</li> <li>• Presentation of project pieces and process</li> </ul>	<ul style="list-style-type: none"> <li>• Informal and formal observations</li> <li>• Group conferences with teacher</li> <li>• Presentation of project pieces and process</li> </ul>	<ul style="list-style-type: none"> <li>• Informal and formal observations</li> <li>• Group conferences with teacher</li> <li>• Presentation of project pieces and process</li> </ul>	<ul style="list-style-type: none"> <li>• Informal and formal observations</li> <li>• Group conferences with teacher</li> <li>• Presentation of project pieces and process</li> <li>• Celebration of Learning</li> <li>• Read aloud to family</li> </ul>

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## Celebration of Learning

**Celebration of Learning:** At the close of the year students will showcase their learning in a culminating production of song, dance, and sharing of products created throughout the year. Students will write and illustrate books focused on their growth and development over the seasons, create a variety of self-portraits, poetry, and other work that expresses their learning, growth, and individuality. At the celebration, students will perform various dances and songs based on our seasonal studies, share "I Am..." and "I have learned..." statements, and showcase their learning in a museum style classroom.

**The Arts:** As linked to our thematic studies students will create various art pieces throughout the seasons.

**1<sup>st</sup> Quarter Art:** Basic self-portraits, 5 senses, circular eyes, animal/ human studies

**1<sup>st</sup> Quarter Movement:** Spatial skills, getting to know ourselves and bodies, mirror dancing, low vs. high movements

**2<sup>nd</sup> Quarter Art:** Harvest study, vegetable self-portraits, family trees, leaf collages/ creations

**2<sup>nd</sup> Quarter Movement:** Continued skill building, sensory dancing with adjectives, autumn song and instruments

**3<sup>rd</sup> Quarter Art:** Changes in winter, snowflake and winter scenes, winter self-portrait

**3<sup>rd</sup> Quarter Movement:** Snowflake dance, partner dancing, further instrumental studies

**4<sup>th</sup> Quarter Art:** Spring vases, still life, oil pastel portrait, flower studies

**4<sup>th</sup> Quarter Movement:** Blooming dance, weaving together of all pieces for end of year celebration