Course Title:	
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Cycle/Division:	kindergarten
Grade Level:	Kindergarten 2
Credit Unit:	NA
Duration:	One academic year (2 semesters)
Course Prerequisites:	NA

Department's Vision:	Our vision in Kindergarten is to motivate, inspire, encourage and support students by providing a safe and loving environment to educate them socially, emotionally and cognitively so they can continue to build a foundation for a life long learning. We want to create confidant, positive and responsible role models that will contribute to making changes in their environment and globally.
Department's Mission:	To provide a safe learning environment for our students with the proper knowledge, skills and scientific principles through hands on activities, research and experimentations, and thus creating young innovators who are ready for real life challenges and problem solving.

COURSE DESCRIPTION:

This course is taught by integration with other disciplines using different centers to illustrate topics under life science, physical science, earth science. By the end of this course, the students will able to link basic knowledge about themselves, their environment and the world around them.
The students will be able to investigate and handle scientific tools with care. They will develop investigating skills and learn to ask questions, research, collaborate with others and document their discoveries.

GENERAL COURSE LEARNING OBJECTIVES:

- To understand and name some external body parts and their function.
- To understand and name some internal body parts and their function.
- To match baby animals to adult animals. To recognize and name different animals..
- To understand that all living things need a home.
- To understand that what we eat comes from either plants or animals from the farm.
- To understand that a food chain shows how living things rely on each other for food and how energy is moved from one living thing to another.
- To understand the different directions of the motions and the force required to change the speed of an object.
- To understand the function of each part and what the plants need to grow.
- To identify some natural resources. Give ways to describe how soil, water and rocks can be useful.
- To be able to identify where we live and other countries they have been to on the map. To name the seven emirates on the UAE map. To identify which city they live in.
- To understand how some animals prepare themselves for the winter season.
- To identify and describe different weather conditions.
- To understand the sequence and stages of life.
- To recognize the sun as Earth's source of light.
- To observe and describe how magnets react to objects made of iron and steel.
- To recognize the sun as Earth's source of heat.
- To observe that sound is made when objects vibrate.
- To identify and classify matter as solid, liquid, gas.
- To understand the force of gravity.

I.

STANDARDS/BENCHMARKS:

- 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-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
- 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 or animals (including humans) and the places they live.
- K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
- 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.
- K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

II.

RESOURCES:

- ✓ Educational visits planned that are linked to the topics
- ✓ Hands-on activities
- ✓ Stories and classroom discussions
- ✓ Flashcards
- ✓ Videos and images
- ✓ tablets

III.

COURSE OUTLINE:

Semester 1:

topics
External body parts
Internal body parts
Adult and baby animals
Habitat
From farm to fork
Food chain
Push & pull
Parts of the plant
Earth's resources
Semester 2:
Hibernation and migration
seasons

weather
Magnets
Me on the map
Life cycle
Free choice
Energy light
Energy heat
Energy sound
Matter
Gravity

IV.

GRADING:

Grading Policy/ Assessment Tools:

- Observation sheets
- Self- progress charts
- Journals

Grade Distribution:

Term -1- & Term 2	
• **Self-progress chart** • **Checklist** • **Journals** • **Report card**	

Cross-Curricular Project(s):

- Science fair – this takes place once every academic year. The students collaborate with their parents to present a simple science experiment. They also need to give an explanation about the experiment and answer simple questions.
- Book fair – the students get the opportunity to select books according to their interest.
- Educational School trips- our school trips are all linked to the topics and therefore become a broad experience for our students learning.
- Parents' visits – parents come during circle time to read a story or talk about their occupation. Our most recent visitor was working in the space center.
- Event – inviting external parts to aid our topics and make learning more exciting. We invited readers, authors, and watched a movie about ocean life in the Dome.