



## Kindergarten Curriculum Map

### Knowledge Domain 1: Nursery Rhymes and Fables

#### Unit Length: 16 Days

Instructional Lessons: 12 Days

Pausing Point: 1 Day

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 1 Day

#### Summary

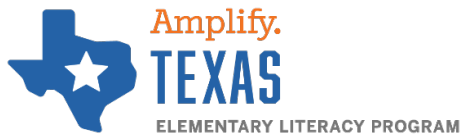
This introduction to nursery rhymes and fables helps students build phonemic awareness and vocabulary through listening and reciting activities related to a variety of Mother Goose poems and Aesop's fables. Students will enjoy these relatable rhymes and tales as they develop an awareness of language, which will help them become better readers and writers. Conversations around these texts may also prompt discussions of character, virtues, and behavior.

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#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify rhyming words
- Identify literary elements such as character, main events, and moral lessons
- Compare and contrast characters from different rhymes and fables
- Sequence events in a rhyme or story
- Retell a story by drawing and writing details about the characters and events
- Domain Assessment

| TEKS Instructed  | ELPS  | TEKS Formative Assessment   | TEKS Summative Assessment              |
|--|---|---|--|
| <b>TEKS</b> K.1.A, K.1.C, K.1.D, K.2.A.i, K.3.C, K.4, K.5.A, K.5.B, K.5.C, K.5.E, K.5.F, K.5.G, K.5.H, K.6.B, K.6.D, K.6.E, K.6.F, K.7.A, K.7.B, K.7.C, K.8.A, K.8.B, K.8.C, K.9.D<br><br>Note: See <b>Instructional Strategies</b> for TEKS K.8.C | <b>ELPS</b> 1.A, 2.C, 2.E, 2.I, 3.B, 3.D, 3.G, 3.H, 5.B | <b>TEKS</b> K.1.A, K.2.A.i, K.5.E, K.5.F, K.6.B, K.6.D, K.6.E, K.7.A, K.7.B, K.7.C, K.8.B | <b>TEKS</b> K.5.B, K.6.F, K.8.A, K.8.B |



## Kindergarten Curriculum Map

### Knowledge Domain 2: The Five Senses

#### Unit Length: 12 Days

Instructional Lessons: 8 Days

Pausing Point: 1 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 1 Day

#### Summary

In this foundational unit about the human body, students explore how they learn about the world through the five senses of sight, hearing, smell, taste, and touch, and how each uses a unique body part to take in information. Students will also make observations and describe these processes through correct use of core vocabulary. Additionally, students will hear inspirational stories about Ray Charles and Helen Keller, who both overcame significant challenges posed by their disabilities and made remarkable contributions to society.

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#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Use graphic organizers to categorize and sort information about the senses
- Create timelines recording important events in the lives of Helen Keller and Ray Charles
- Write and draw information detailing each of the five senses
- Domain Assessment

| TEKS Instructed   | ELPS  | TEKS Formative Assessment | TEKS Summative Assessment       |
|---|---|---------------------------|---------------------------------|
| <b>TEKS</b> K.1.A, K.1.C, K.3.C, K.5.D, K.5.E, K.5.H, K.6.C, K.6.D, K.6.F, K.8.D.i-ii, K.9.C, K.9.D, K.11.B | <b>ELPS</b> 1.D, 1.E, 2.C, 2.I, 3.B, 3.D, 3.F, 3.G, 4.F, 5.B, 5.D, 5.F, 5.G | <b>TEKS</b> K.6.D, K.11.B | <b>TEKS</b> K.5.E, K.5.G, K.6.F |



## Kindergarten Curriculum Map

### Knowledge Domain 3: Stories: Fairy Tales and Folktales

#### Unit Length: 14 Days

Instructional Lessons: 10 Days

Pausing Point: 1 Day

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 1 Day

#### Summary

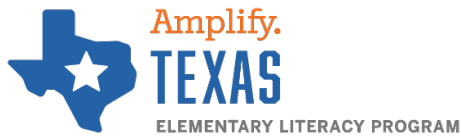
Classic stories such as “The Three Little Pigs,” “Chicken Little,” and “The Bremen Town Musicians” provide rich opportunities for students to continue to develop awareness of language and recurring themes in children’s literature. Trickster tales and fiction from other cultures help students make these connections. Through careful listening and discussion, students will also learn the elements of a story, including characters, plot and setting.

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#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Sequence the beginning, middle and end of stories
- Compare and contrast characters from different stories
- Orally create and expand sentences
- Write and draw events and details to retell a story
- Domain Assessment

| TEKS Instructed   | ELPS  | TEKS Formative Assessment  | TEKS Summative Assessment              |
|---|---|--|--|
| <b>TEKS</b> K.1.A, K.1.C, K.2.D.i, K.3.B, K.3.C, K.5.B, K.5.E, K.5.H, K.6.B, K.6.D, K.6.E, K.6.F, K.7.A, K.7.B, K.7.C, K.7.D, K.8.A, K.8.F, K.10.D.i-ix, K.11.A<br><br>Note: See <b>Instructional Strategies</b> for TEKS K.8.C | <b>ELPS</b> 1.A, 1.E, 1.F, 2.C, 2.G, 2.I, 3.B, 3.D, 3.F, 3.G, 3.H, 3.I, 4.F, 4.G, 4.I, 5.B, 5.D, 5.F, 5.G | <b>TEKS</b> K.5.H, K.6.B, K.6.D, K.6.D, K.7.A, K.7.B, K.7.C, K.7.D | <b>TEKS</b> K.6.F, K.7.B, K.7.C, K.7.D |



## Kindergarten Curriculum Map

### Knowledge Domain 4: Plants: How Do They Grow?

#### Unit Length: 17 Days

Instructional Lessons: 11 Days

Pausing Point: 2 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 2 Days

#### Summary

Students will explore their own relationships with plants, from consumable fruit to enjoyable flowers and trees, while acquiring a fundamental understanding of the parts of plants, how they grow, and what plants need in order to stay alive. They will be introduced to the concepts of the life cycle of plants, pollination, and photosynthesis, which lays the foundation for a broader understanding of ecology and the interdependence of all living things. Students will share their knowledge through writing and drawing activities.

\*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the domain Introduction and each lesson's Advance Preparation section for details.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast characteristics of plants and plant parts using a graphic organizer
- Orally describe plants, plant parts, and life cycles
- Describe characters, setting, and plot from different stories
- Write and draw information from the text
- Domain Assessment

| TEKS Instructed   | ELPS   | TEKS Formative Assessment  | TEKS Summative Assessment     |
|---|--|--|-------------------------------|
| <b>TEKS</b> K.1.A, K.1.D, K.3.B, K.3.C, K.5.A, K.5.B, K.5.D, K.5.E, K.5.F, K.5.G, K.5.H, K.5.I, K.6.C, K.6.D, K.6.E, K.6.F, K.7.B, K.7.C, K.8.A, K.8.D.i-iii, K.9.C, K.9.D, K.9.E, K.11.B | <b>ELPS</b> 1.E, 1.H, 2.C, 2.D, 2.G, 2.I, 3.C, 3.D, 3.G, 4.F, 4.G, 5.B, 5.F, 5.G | <b>TEKS</b> K.3.B, K.5.G, K.5.H, K.6.C, K.6.D, K.6.E, K.6.F, K.8.D.iii, K.11.B | <b>TEKS</b> K.6.F, K.8.D.i-ii |



## Kindergarten Curriculum Map

### Knowledge Domain 5: Farms: From the Ground Up

#### Unit Length: 15 Days

Instructional Lessons: 9 Days

Pausing Point: 2 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 2 Days

#### Summary

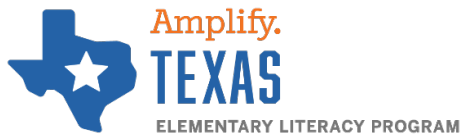
Students learn about the importance of farms as a source of food and other products people use. In learning how farmers raise and care for farm animals, students may make connections to what they learned previously about what plants need to grow and thrive, and how plants are food sources for some farm animals. Additionally, students will become familiar with the classic story “The Little Red Hen,” which introduces the seasonal rhythm of planting, growing, and harvesting.

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#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Choose the best word to describe what is happening in images
- Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets
- Sequence events in an informational and literary text
- Write and draw information from the text about animals, farm jobs, and seasons
- Domain Assessment

| TEKS Instructed  | ELPS   | TEKS Formative Assessment | TEKS Summative Assessment |
|--|--|---------------------------|---------------------------|
| TEKS K.1.C, K.3.B, K.3.C, K.5.B, K.5.E, K.5.F, K.6.D, K.8.D.i, K.9.E, K.11.B | ELPS 1.E, 2.H, 3.C, 3.F, 3.G, 3.I, 3.J, 4.J, 5.F | TEKS K.6.D, K.11.B        | TEKS K.5.G, K.6.F         |



## Kindergarten Curriculum Map

### Knowledge Domain 6: Native Americans: Tradition, Heritage, and the Land

#### Unit Length: 14 Days

Instructional Lessons: 8 Days

Pausing Point: 2 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 2 Days

#### Summary

Students are introduced to the broad concept that indigenous people lived on the continents of North and South America long before European explorers arrived. Students explore the distinctive cultures of three Native American groups, and understand that each tribe had its own way of eating, dressing, and living, depending on where they lived. Students will understand how conditions in different geographical regions influenced the tribes' cultures, traditions, and way of life.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words *to* and *from* in context
- Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed
- Compare and contrast three Native American tribes using a graphic organizer
- Write and draw information from the text to describe characteristics of different tribes and items used in Native American life
- Domain Assessment

| TEKS Instructed  | ELPS   | TEKS Formative Assessment  | TEKS Summative Assessment |
|--|--|--|---------------------------|
| <b>TEKS</b> K.1.A, K.1.C, K.1.D, K.2.D.i, K.3.B, K.3.C, K.5.B, K.5.E, K.5.F, K.5.G, K.5.H, K.6.A, K.6.B, K.6.C, K.6.E, K.6.F, K.7.A, K.7.B, K.8.D.i, K.8.E, K.9.A, K.9.B, K.10.A, K.10.B, K.10.C, K.11.A, K.12.A | <b>ELPS</b> 1.A, 1.C, 1.E, 2.C, 2.D, 2.E, 2.G, 2.I, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.J, 4.F, 4.G, 4.I, 5.F, 5.G | <b>TEKS</b> K.5.B, K.5.E, K.5.H, K.6.B, K.6.E, K.8.D.i, K.10.B, K.11.A, K.12.A | <b>TEKS</b> K.5.G, K.6.F  |



## Kindergarten Curriculum Map

### Knowledge Domain 7: Kings and Queens

#### Unit Length: 14 Days

Instructional Lessons: 8 Days

Pausing Point: 2 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 2 Days

#### Summary

Students listen to fiction and nonfiction Read-Aloud texts about kings, queens, and royal families in order to understand the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including "King Midas and the Golden Touch," "The Princess and the Pea," and "Cinderella." Students will use graphic organizers to sequence story events and complete compare/contrast activities.

Note: Knowledge 7, Lesson 9 titled "Princess Yennenga: A Warrior with a Dream" is an optional lesson that takes one instructional day. All instructional materials for this lesson can be accessed digitally on the digital components site.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words *to* and *from* in context.
- Describe the characters, setting, and plot of a story
- Sequence story events
- Compare and contrast royal families with non-royal families using a graphic organizer
- Draw and write events from stories
- Domain Assessment

| TEKS Instructed   | ELPS  | TEKS Formative Assessment  | TEKS Summative Assessment |
|---|---|--|---------------------------|
| <b>TEKS</b> K.1.A, K.1.C, K.1.D, K.2.A.i, K.3.B, K.5.E, K.5.G, K.6.A, K.6.B, K.6.C, K.6.D, K.6.E, K.7.A, K.7.B, K.7.C, K.7.D, K.8.B, K.8.D.ii, K.8.E, K.9.A, K.10.B, K.10.C, K.10.D.i, K.10.D.iii, K.11.A<br><br>Note: See <b>Instructional Strategies</b> for TEKS K.8.C | <b>ELPS</b> 1.E, 2.G, 2.I, 3.B, 3.E, 3.F, 3.G, 3.H, 3.J, 4.F, 4.G, 4.I, 4.K, 5.F, 5.G | <b>TEKS</b> K.6.B, K.6.D, K.6.E, K.7.B, K.7.C, K.7.D, K.10.B, K.10.C, K.11.A | <b>TEKS</b> K.5.G, K.6.F  |



## Kindergarten Curriculum Map

### Knowledge Domain 8: Seasons and Weather: As the Earth Turns

#### Unit Length: 15 Days

Instructional Lessons: 8 Days

Pausing Point: 3 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 2 Days

#### Summary

In this introduction to weather and the seasons, students will learn that weather follows sequential, seasonal patterns, and varies in different regions of Earth throughout the year. Students will connect their understanding of changes in weather to the calendar, and begin to recognize patterns and characteristics of weather and how these elements affect their daily lives. Writing activities will include journaling and preparing an oral presentation.

\*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the domain Introduction and each lesson's Advance Preparation section for details.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational and literary texts
- Ask and answer questions using *who*
- Draw and sequence the seasons of the year
- Use information from the text to draw a picture explaining how to stay safe during a storm
- Record information in a weather diary and present a weather report
- Domain Assessment

| TEKS Instructed   | ELPS  | TEKS Formative Assessment | TEKS Summative Assessment |
|---|---|---------------------------|---------------------------|
| TEKS K.1.A, K.1.B, K.1.C, K.2.D.i, K.3.B, K.5.E, K.5.G, K.6.A, K.6.B, K.6.C, K.6.E, K.8.A, K.8.D.i, K.9.B, K.10.C, K.10.E, K.12.A, K.12.B, K.12.C, K.12.D, K.12.E | ELPS 1.D, 1.E, 1.F, 1.H, 2.C, 2.G, 2.H, 2.I, 3.C, 3.D, 3.E, 3.F, 3.G, 3.H, 4.G, 5.G | TEKS K.6.B, K.6.E, K.12.E | TEKS K.5.G, K.6.F         |





## Kindergarten Curriculum Map

### Knowledge Domain 9: Colonial Towns and Townspeople: Once Upon America

#### Unit Length: 16 Days

Instructional Lessons: 10 Days

Pausing Point: 2 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 2 Days

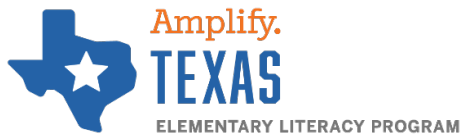
#### Summary

This domain will deepen students' knowledge of the early history of the United States by exploring what daily life was like for people in colonial times, particularly as it compares to life today. This foundational unit provides crucial background knowledge for the subsequent study of specific historical events which moved the nation toward independence. Student writing will focus on sequencing and retelling information.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information
- Ask and answer questions using *where*
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment

| TEKS Instructed   | ELPS   | TEKS Formative Assessment  | TEKS Summative Assessment |
|---|--|--|---------------------------|
| TEKS K.1.A, K.1.B, K.1.C, K.3.B, K.3.C, K.5.C, K.5.E, K.5.F, K.5.H, K.6.A, K.6.B, K.6.C, K.6.D, K.6.F, K.7.B, K.7.D, K.8.B, K.8.D.i-iii, K.11.B, K.12.A, K.12.E | ELPS 1.E, 2.C, 2.E, 2.G, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 4.C, 4.D, 4.F, 4.G, 4.J, 4.K, 5.B | TEKS K.1.C, K.5.E, K.5.H, K.6.A, K.6.B, K.6.D, K.8.D.iii, K.11.B, K.12.A, K.12.E | TEKS K.5.G, K.6.F         |



## Kindergarten Curriculum Map

### Knowledge Domain 10: Taking Care of the Earth

#### Unit Length: 16 Days

Instructional Lessons: 10 Days

Pausing Point: 2 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 2 Days

#### Summary

In this domain, students continue to grow their knowledge of the interdependence of all living things on Earth, and become aware of the importance of environmental awareness and conservation of natural resources. Students will gain understanding of the three Rs of conservation—reduce, reuse, and recycle — and will begin to recognize how people’s actions affect the environment in which we live. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling and composting processes.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Create a class book about solutions to environmental problems
- Domain Assessment

| TEKS Instructed   | ELPS   | TEKS Formative Assessment   | TEKS Summative Assessment |
|---|--|---|---------------------------|
| <b>TEKS</b> K.1.A, K.1.B, K.1.C, K.1.D, K.3.B, K.3.C, K.5.A, K.5.C, K.5.E, K.5.F, K.5.G, K.5.H, K.5.I, K.6.B, K.6.E, K.6.F, K.8.D.ii-iii, K.8.F, K.9.E, K.10.A, K.10.B, K.10.C, K.10.D.i-ix, K.10.E, K.11.A, K.11.B | <b>ELPS</b> 1.B, 1.C, 1.E, 1.F, 1.G, 2.D, 2.E, 2.F, 2.I, 3.D, 3.E, 3.F, 3.G, 3.H, 4.C, 4.F, 4.G, 4.I, 5.D, 5.E, 5.F, 5.G | <b>TEKS</b> K.1.A, K.1.B, K.1.C, K.1.D, K.3.C, K.5.G, K.5.H, K.6.B, K.6.E, K.6.F, K.8.D.iii, K.8.F, K.10.A, K.10.B, K.10.C, K.10.D.i-ix, K.10.E, K.11.A, K.11.B | <b>TEKS</b> K.5.G, K.6.F  |



## Kindergarten Curriculum Map

### Knowledge Domain 11: Presidents and American Symbols: Uniquely American

#### Unit Length: 16 Days

Instructional Lessons: 9 Days

Pausing Point: 3 Days

Domain Review: 1 Day

Domain Assessment: 1 Day

Culminating Activities: 2 Days

#### Summary

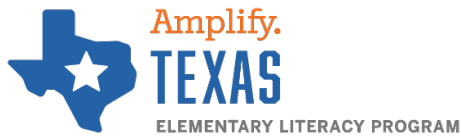
An exploration of the lives and legacies of five famous presidents, this domain builds on the background knowledge acquired in the *Kings and Queens* and *Colonial Towns and Townspeople: Once Upon America* domains. Students will gain an understanding of the branches of government as well as the role of a president, and will be able to compare that role to that of a king. Students are also introduced to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. In writing, students will practice sequencing skills in order to create timelines of events in American history as well as events in the lives of individual presidents.

\*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the domain Introduction and each lesson's Advance Preparation section for details.

#### Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information, including a timeline
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment

| TEKS Instructed  | ELPS   | TEKS Formative Assessment  | TEKS Summative Assessment |
|--|--|--|---------------------------|
| <b>TEKS</b> K.1.A, K.1.C, K.3.B, K.5.A, K.5.F, K.5.G, K.5.H, K.6.B, K.6.C, K.6.D, K.6.F, K.7.A, K.8.D.ii, K.8.D.iii, K.8.F, K.9.C, K.9.E, K.10.A, K.10.B, K.10.C, K.10.E, K.12.E | <b>ELPS</b> 1.E, 1.F, 2.C, 2.D, 2.E, 2.G, 2.I, 3.D, 3.E, 3.F, 3.G, 3.H, 4.F, 4.G, 4.I, 4.J, 5.F, 5.G | <b>TEKS</b> K.1.C, K.5.H, K.6.B, K.7.A, K.10.A, K.10.B, K.10.C, K.10.E, K.12.E | <b>TEKS</b> K.5.G, K.6.F  |



## Kindergarten Curriculum Map

### Knowledge Domain 12: Art and the World Around Us

#### Unit Length: 15 Days

Instructional Lessons: 15 Days

Pausing Point: 0 Days

Domain Review: 0 Days

Domain Assessment: 0 Days

Culminating Activities: 0 Days

#### Summary

This domain introduces students to artists from different time periods, countries, and cultures. Throughout the unit, students will learn about different kinds of art and how artists use the world around them as they make art. Students will connect this to what they have already learned about the Earth, plants, and animals in the domain *Farms: From the Ground Up*. They will also connect this to what they have learned about sculptors in the *Presidents and American Symbols: Uniquely American* domain. Students will work toward compiling a class book by identifying a question they have about art and following a research plan to create a page.

\*This unit contains a special note to teachers regarding any potential student sensitivities that may be raised in the lessons. Please review the domain Introduction and each lesson's Advance Preparation section for details.

#### Learning Outcomes

- Demonstrate an understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information
- Sequence events based on information in the text
- Plan and conduct a short research activity
- Create a class book of questions about art

| TEKS Instructed   | ELPS   | TEKS Formative Assessment   | TEKS Summative Assessment |
|---|--|---|---------------------------|
| TEKS K.1.A, K.1.C, K.3.B, K.5.B, K.5.F, K.6.B, K.8.D.iii, K.10.B, K.10.D.viii, K.10.E, K.11.B, K.12.A, K.12.B, K.12.C, K.12.D, K.12.E | ELPS 1.E, 2.E, 2.G, 2.H, 3.B, 3.F, 3.G, 4.I, 5.B, 5.D, 5.F | TEKS K.6.B, K.8.D.iii, K.10.E, K.11.B, K.12.A, K.12.B, K.12.C, K.12.D | N/A                       |