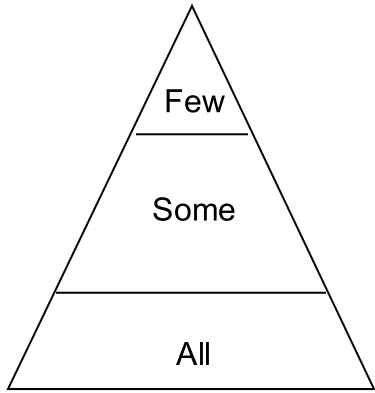


SEDOL CURRICULUM FRAMEWORK – SCIENCE – CYCLE 2 - Early Childhood and Stage A

TIMELINE: 2nd Quarter	Body Parts
LEARNING STANDARDS	11.A Know and apply the concepts, principles and processes of scientific inquiry. 11.B Know and apply the concepts, principles and processes of technological design. 12.A Know and apply concepts that explain how living things function, adapt and change. 13.A Know and apply the accepted practices of science.
ESSENTIAL QUESTION	Where are my body parts?
UNDERSTANDING / SKILLS 	Few students will: Name or point to 10 body parts Draw a person including a head and 4 features Identify gender of self and others Label the name of the body part when given the function Generalize body parts from their body to another (e.g., person, animal, doll) Participate with songs or activities about various body parts independently (e.g., Simon Says, finger play) Some students will: Name or point to 5 body parts Draw a person including a head and 1 feature Draw a face Identify body parts on a doll Observe self in mirror Touch facial body parts independently Match the body part with the function Participate with songs/activities about various body parts with assistance All students will: Touch facial body parts with assistance Be exposed to songs that include body parts
ACADEMIC VOCABULARY	Function - how something works or moves Human Body* - all the parts that make up you
BEST PRACTICES	Creative Curriculum, direct teaching, repetition in varying environments
TOOLS	Please refer to your discipline specific SEDOL Technology Steps

ASSESSMENT EVIDENCE

SEDOL Childhood Checklist, Creative Curriculum Assessment