# Ganado Unified School District
# Science -Kindergarten

***PACING Guide SY 2015-2016***

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| Quarter 1<br>Life Science -Unit A: Plants | Stand 4: Life Science | | | |
| Quarter 1<br>Life Science -Unit A: Plants<br>Lesson 1:<br>Parts of Plants<br>Resources:<br>Flipbook p. 7<br>Leveled Readers:<br>Plant Parts<br>Unit A Literature Big Book<br>Science Resource Book.<br>Photo Sorting Cards 1-10<br>A to Z Activity Book pp. 8-9, 14-15<br>Science on the Go pp. 1-4<br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 2: Life Cycles<br>Understand the life cycles of plants and animals.<br>PO. 1. Describe that most plants and animals will grow to physically resemble their parents. | Demonstrate the Life Cycle of a plant.<br>What parts help plants grow? | Students will be able to:<br>Understand that plants are organisms with parts that help them get what they need to and mature | Root<br>stem<br>leaf<br>seed |
| Lesson 2:<br>What Plants Need<br>Resources: | Stand 4: Life Science<br>Concept 3: Organisms and Environments | What do plants need? | Recognize that a plant is an organism that needs air, water, light and soil to survive. | Air<br>light<br>water |

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| Flipbook pp. 8-9<br>Leveled Readers:<br>Where Do Plants Live?<br>Plants Grow<br>Unit A Literature Big Book<br>Science Resource Book p. 28<br>Photo Sorting Cards 1-10<br>A to Z Activity Book pp. 8-9, 14-15<br>Science on the Go pp. 5-8<br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Understand the relationships among various organisms and their environment.<br>PO.1. Identify some plants and animals that exist in the local environment.<br>PO.2. Identify that plants and animals need the following to grow and survive:<br>• Food<br>• Water<br>• Air<br>• Space<br><br>PO. 3. Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium,) | | | soil |
| Lesson 3:<br>How Plants Grow<br>Resources:<br>Flipbook pp. 10. S2<br>Leveled Readers:<br>Small Plants, Tall Plants<br>Unit A Literature Big Book<br>Science Resource Book. P. 29<br>Photo Sorting Cards 1-10<br>A to Z Activity Book pp. 8-9<br>Science on the Go pp. 9-12<br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Stand 4: Life Science<br>Concept 3: Organisms and Environments<br>Understand the relationships among various organisms and their environment.<br>PO.1. Identify some plants and animals that exist in the local environment.<br>PO.2. Identify that plants and animals need the following to grow and survive:<br>• Food<br>• Water<br>• Air<br>• Space | How do plants change as they grow? | Recognize that plants are organisms that grow and change. | Seed, seedling, fruit, flower |

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| | PO. 3. Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium,) | | | |
| Lesson 4:<br>Look at Leaves and Flowers<br>Resources:<br>Flipbook pp. 11-12, S3<br>Leveled Readers:<br>From Seed to Sunflower<br>Unit A Literature Big Book: Time for Kids<br>Science Resource Book pp. 30<br>Photo Sorting Cards 1-10<br>Floor Puzzle: Pond Life<br>Science on the Go pp. 1-4<br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Stand 4: Life Science<br>Concept 3: Organisms and Environments<br>Understand the relationships among various organisms and their environment.<br>PO.1. Identify some plants and animals that exist in the local environment.<br>PO.2. Identify that plants and animals need the following to grow and survive:<br>• Food<br>• Water<br>• Air<br>• Space<br><br>PO. 3. Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium,) | How can plants look different? | Recognize that plants can be identified by their parts. | Leaf, leaves, flower, flowers |
| Lesson 5<br>Plants We Use<br>Resources:<br>Flipbook pp. 13<br>Leveled Readers:<br>All Kinds of Plants<br>Unit A Literature Big Book | Stand 4: Life Science<br>Concept 3: Organisms and Environments<br>Understand the relationships among various organisms and their environment.<br>PO.1. Identify some plants and animals that exist in the local | What plants can we use? | Identify and explore plants that we eat and the foods that come from different plants. | Fruits, vegetables |

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| Science Resource Book pp. 31<br>Photo Sorting Cards 1-10<br>A to Z Activity Book pp. 8-9, 14-15<br>Science on the Go pp. 15-18<br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | environment.<br>PO.2. Identify that plants and animals need the following to grow and survive:<br>• Food<br>• Water<br>• Air<br>• Space<br><br>PO. 3. Describe changes observed in a small system (e.g., ant farm, plant terrarium, aquarium,) | | | |
| Quarter 2<br>Life Science<br>Unit B: What Are Animals | Strand 4: Life Science | | | |
| Lesson 1: Where do animals live?<br>Flipbook, pp. 15<br>Unit B Literature Big Book<br>Science Resource Book pp. 32<br>Photo Sorting Cards 11-20<br>A to Z Activity Book pp. 20-21, 52-53<br>Leveled Readers:<br>What Kind of Animal Are You?<br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 1: Characteristic of Organisms<br>Understand that basic structures in plants and animals serve a function.<br>PO1. Distinguish between living things and nonliving things. | Where do animals live? | Understand the basic definition of an animal and explore animals in your neighborhood. | Animal Habitat |

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| Lesson 2: What Animals Need?<br>Flipbook, pp. 16-17, S4<br>Unit B Literature Big Book<br>Science Resource Book pp. 33<br>Photo Sorting Cards 11-20<br>A to Z Activity Book pp. 12-13, 18-19<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 1: Characteristic of Organisms<br>Understand that basic structures in plants and animals serve a function.<br>PO1. Distinguish between living things and nonliving things. | What Animals Need? | Recognize that animals are organisms that need air, water, food and shelter to stay alive. | Air<br>Water<br>Shelter<br>Food<br>Space |
| Lesson 3: How can bugs alike?<br>Flipbook, pp. 18<br>Science Resource Book pp. 34<br>Photo Sorting Cards 11-20<br>A to Z Activity Book pp. 2-3, 18-19 | Concept 1: Characteristic of Organisms<br>Understand that basic structures in plants and animals serve a function.<br>PO1. Distinguish between living things and nonliving things. | How can Bugs Alike? | Learn about bugs, their attributes and where they live. | Insect |
| Lesson 4: Where do reptiles live?<br>Flipbook, pp. 19<br>Unit B Literature Big Book<br>Science Resource Book pp. 35<br>Photo Sorting Cards 11-20<br>Leveled Readers?<br>Our Desert Home<br><br>Technology: | Concept 1: Characteristic of Organisms<br>Understand that basic structures in plants and animals serve a function.<br>PO1. Distinguish between living things and nonliving things. | Where do Reptiles? | Understand the basic definition of a reptile, its attributes, and where it lives. | Mammal<br>Reptile<br>Lizard<br>Snake |

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| www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | | | | |
| Lesson 5: How can animals move?<br>Flipbook, pp. 20-21, S5<br>Unit B Literature Big Book<br>Science Resource Book pp. 36<br>Photo Sorting Cards 11-20<br>Leveled Reader: Animals on the Move<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 1: Characteristic of Organisms<br>Understand that basic structures in plants and animals serve a function.<br>PO1. Distinguish between living things and nonliving things. | How can Animals Move? | Learn about birds, fish, and other water animals. | Wings<br>Fins<br>Reef |
| Lesson 6: How animals stay safe?<br>Flipbook, pp. 22<br>Unit B Literature Big Book: Time for Kids<br>Science Resource Book pp. 37<br>Photo Sorting Cards 11-20<br>A to Z Activity Book pp. 16-17<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 1: Characteristic of Organisms<br>Understand that basic structures in plants and animals serve a function.<br>PO1. Distinguish between living things and nonliving things. | How Animals Stay Safe? | Explore how animals have adapted to their environments. | Skin<br>Fur<br>Scales<br>Shell<br>Feathers |

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| Lesson 7: How do animals change as they grow?<br>Flipbook, pp. 23-24<br>Unit B Literature Big Book<br>Science Resource Book pp. 38<br>Photo Sorting Cards 11-20<br>A to Z Activity Book pp. 10-11, 24-25, 50-51<br>Leveled Reader:<br>Animals Grow<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 1: Characteristic of Organisms<br>Understand that basic structures in plants and animals serve a function.<br>PO1. Distinguish between living things and nonliving things. | How do Animals Change as they Grow? | Understand how animals grow and change as they mature. | Grow<br>Change |
| Lesson 8: What do we get from animals?<br>Flipbook, pp. 25<br>Unit B Literature Big Book<br>Science Resource Book pp. 39<br>Photo Sorting Cards 11-20<br>Leveled Reader:<br>Good Morning<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 1: Characteristic of Organisms<br>Understand that basic structures in plants and animals serve a function.<br>PO1. Distinguish between living things and nonliving things. | What do we get from Animals? | Explore relationships between people and animals. | Beekeeper<br>Farmer |
| Quarter 3<br>Earth And Space Science<br>Unit C: Our Earth, Our Home | Strand 6: Earth and Space Science | | | |

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| Lesson 1:<br>Soil Under Your Feet<br>Flipbook pp. 29<br>Unit C Literature Big Book<br>Leveled Reader:<br>What's in the Soil?<br>Science Resource Book, pp. 40<br>A to Z Activity Book, pp. 8-9<br>Science on the Go, pp. 51-54<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 1: Properties of Earth Materials<br>Identify the basic properties of Earth materials.<br>PO1. Identify rocks, soil, and water as basic Earth materials. | What uses soil? | Explore the composition and uses of soil. | Soil<br>Dirt<br>Earth |
| Lesson 2:<br>Rocks<br>Flipbook pp.<br>Unit C Literature Big Book<br>Leveled Reader:<br>Rocks<br>Science Resource Book, pp. 41<br>A to Z Activity Book, pp. 36-37<br>Science on the Go, pp. 55-56<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 1: Properties of Earth Materials<br>Identify the basic properties of Earth materials.<br>PO1. Identify rocks, soil, and water as basic Earth materials. | How can you describe rocks? | Investigate the characteristics of different rocks. | Rocks<br>Pebbles<br>Sand |

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| Lesson 3:<br>Land High and Low<br>Flipbook pp. 31-32, S6<br>Unit C Literature Big Book<br>Leveled Readers:<br>America, the Beautiful and Land High and Low<br>Science Resource Book, pp. 42<br>Science Songs CD<br>Photo Sorting Cards 21-30<br>Floor Puzzle: Landforms<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | PO2. Compare physical properties (e,g,. color, texture, capacity to retain water) of basic Earth materials. | How can land be different? | Learn characteristics of geographic features that are high and low. | Mountains<br>Valleys<br>Plains<br>Canyons |
| Lesson 4:<br>Water All Around<br>Flipbook pp. 33, S7<br>Unit C Literature Big Book<br>Leveled Reader:<br>Our Land<br>Science Resource Book, pp. 43<br>Science Songs CD<br>Photo sorting 21-30<br>A to Z Activity Book, pp. 46-47<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | PO1. Identify rocks, soil, and water as basic Earth materials. | What are different bodies of water? | Learn characteristics of rivers, streams, lakes, and oceans and identify water as a natural resource. | River<br>Stream<br>Lake<br>Ocean |

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| Lesson 5:<br>Earth's Resources<br>Flipbook pp. 34-35<br>Science Resource Book, pp. 44<br>A to Z Activity Book, pp. 46-47<br>Science on the Go, pp. 65-68<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | PO2. Compare physical properties (e.g., color, texture, capacity to retain water) of basic Earth materials.<br>PO3. Classify a variety of objects as being natural or man-made. | What resources from Earth do we use? | Learn about Earth's natural resources that are used in everyday life and that resources can be conserved. | Resource<br>Firefighter |
| Lesson 6:<br>Recycle, Reuse<br>Flipbook pp. 36<br>Unit C Literature Big Book: Time for Kids<br>Leveled Reader:<br>Recycle, Reduce, Reuse!<br>Science Resource Book, pp. 45<br>Science on the Go, pp. 69-70<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | PO3. Classify a variety of objects as being natural or man-made.<br>PO4. Identify ways some natural or man-made materials can be reused or recycled. | How can we take care of Earth? | Learn different reasons for and ways of recycling. | Recycle<br>Reduce<br>Reuse |
| Quarter 4<br>Unit D<br>How do the weather and the sky change? | Strand 6: Earth and space Science | What on Earth? | | |

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| Lesson 1:<br>Exploring Weather<br>Flipbook, pp. 38-39<br>Unit C Literature Big Book: Time for Kinds<br>Leveled Readers: What is the Weather? And What Will I Wear Today?<br>Science Resource Book, pp 46<br>Photo Song Cards 31-40<br>A to Z Activity Book, pp. 28-29<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 3: Changes in the earth and Sky<br>Understand characteristics of weather conditions and climate.<br>PO1. Identify the following aspects of weather: Temperature, wind, precipitation, storms. | What are some different kinds of weather? | Recognize the characteristics of different kinds of weather, such as win, sun, rain, and snow. | Rainy<br>Windy<br>Snowy<br>Sunny |
| Lesson 2:<br>Look at Clouds<br>Flipbook, pp. 40<br>Unit C Literature Big Book:<br>Leveled Readers:<br>Clouds<br>Science on the Go, pp. 75-76<br>Science Resource Book, pp. 47<br>Floor Puzzle: Landforms<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu | PO2. Describe observable changes in weather.<br>PO3. Give examples of how the weather affects people's daily activities | How can clouds be different? | Describe clouds and how they change. | Cloud |

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| www.timeforkids.com | | | | |
| Lesson 3: The Seasons<br>Flipbook, pp. 41, G1<br>Unit D Literature Big Book<br>Leveled Reader: A Favorite Season and Seasons<br>Science Resource Book, pp. 48<br>A to z Activity Book, pp. 28-29<br>Science on the Go, pp. 77-78<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | PO.2 Describe observable changes in weather.<br>PO3. Give examples of how the weather affects people's daily activities. | What happens when the seasons change? | Identify what occurs in nature and what people do in different seasons. | Winter<br>Sprung<br>Summer<br>Fall |
| Lesson 4: Night and Day<br>Flipbook, pp. 42-43, S8<br>Unit Literature Big Book<br>Leveled Reader: The Night Sky<br>Science Resource Book, pp. 49<br>Science Songs CD<br>Photo Sorting Cards 31-40<br>A to Z Activity, Cards pp.<br>Science on the Go, pp. 79-82<br><br>Technology:<br>www.macmillanmh.com | PO2. Describe observable changes in weather. | How does the sky change from night to day? | Recognize changes that occur in the sky from day to night and night to day. | Day<br>Night<br>Moon<br>Sun<br>Stars<br>Patterns |

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| www.bankstreet.edu<br>www.timeforkids.com | | | | |
| Lesson 5: Sun and Shadows<br>Flipbook, pp. 44, S9<br>Science Resource Book, pp. 50<br>Science Songs CD<br>A to Z Activity Book, pp. 38-39. 42-43<br>Science on the Go, pp. 83-86<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | PO.2 Describe observable changes in weather.<br>PO3. Give examples of how the weather affects people's daily activities. | How does the Sun make shadows? | Recognize that the Sun creates shadows and appears to move through the sky. | Shadows<br>Shade<br>Heat |
| Quarter 4<br>Unit E: Exploring Matter | Strand 5: Physical Science | What is matter? | | |
| Lesson 1:<br>Paper and Cloth<br>Flipbook, pp. 48<br>Unit Literature Big Book: Time for Kids<br>Leveled Reader: Soft or Hard?<br>Science on the Go, pp. 87-90<br>Science Resource Book, pp. 51<br>Photo Sorting Cards 41-50<br>A to Z Activity Book, pp. 32-33, 48-49 | Concept 1: Properties of Objects and Materials<br>Classify objects and materials by their observable properties.<br><br>PO1. Identify the following observable properties of objects using the senses:<br>Shape, texture, size, color.<br><br>PO2. Compare objects by the following observable properties:<br>Size, color, type of material. | How do we use paper and cloth? | Identify and explore the ways we can use and change paper and cloth. | Bend<br>Fold<br>Tear<br>Cut |

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| Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | | | | |
| Lesson 2:<br>Wood and Metal<br>Flipbook, pp. 49<br>Unit Literature Big Book:<br>Leveled Reader:<br>Working with Wood<br>Science on the Go, pp. 91-94<br>Science Resource Book, pp. 52<br>Photo Sorting Cards 41-50<br>Floor Puzzle: Workbench<br><br>Technology:<br>www.macmillanmh.com<br>www.bankstreet.edu<br>www.timeforkids.com | Concept 1: Properties of Objects and Materials<br>Classify objects and materials by their observable properties.<br>PO1. Identify the following observable properties of objects using the senses:<br>Shape, texture, size, color.<br><br>PO2. Compare objects by the following observable properties:<br>Size, color, type of material. | How can we change wood and metal? | Identify and explore the ways we can use and change natural resources, such as wood and metal. | Wood<br>Metal |
| Lesson 3:<br>Working with Clay<br>Flipbook, pp. 50<br>Unit E Literature Big Book:<br>Leveled Reader:<br>Made from Clay<br>Science Resource Book, pp. 53<br>Science on the Go, pp. 95-96<br>www.macmillanmh.com | PO1. Identify the following observable properties of objects using the senses:<br>Shape, texture, size, color.<br><br>PO2. Compare objects by the following observable properties:<br>Size, color, type of material.<br><br>Concept 2: Position and Motion | What can we make out of clay? | Identify clay as a natural resource that can be manipulated to make things. | Clay<br>Kiln<br>Fire |

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| www.bankstreet.edu<br>www.timeforkids.com | of Objects.<br>Understand spatial relationships and the way objects move.<br>PO1. Describe spatial relationship (i.e,. above, below, next to, left, right, middle, center) of objects. | | | |
| Lesson 4:<br>Investigate Water<br>Flipbook, pp. 51-52, S10<br>Unit E Literature Big Book<br>Leveled Reader: Melting Snow, I Like Ice, Matter Changes<br>Science on the Go, pp. 97-100<br>Science Resource Book, pp. 54<br>Science Songs CD<br>A to Z Activity Book, pp. 4-5, 46-47<br>Technology: | | How can water change? | Identify and explore the properties and changing states of water and investigate objects that sink and float in water. | Solid<br>Liquid<br>Gas |
| Unit F | Strand 5: Physical Science | What cause thing to move? | | |
| Lesson 1<br>Wheels<br>Flipbook, pp. 54, S11<br>Unit F Literature Big Book: Time for Kids<br>Leveled Reader: Working with Clay<br>Science Songs CD | Concept 3: Energy and Magnetism<br>Investigate different forms of energy.<br>PO1. Investigate how applied force (push and pull) can make things move. | How do wheels help us? | Recognize that wheels affect speed and motion and make moving easier. | Wheel<br>Pulley |

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| Science on the Go, pp. 101-104<br>Science Resource Book, pp. 55<br>A to Z Activity Book, pp. 40-41<br>Photo Sorting Cards 51-60 | | | | |
| Lesson 2<br>How Things Move<br>Flipbook, pp. 53, 55-56<br>Unit F Literature Big Book<br>Leveled Readers: Toys That Move and Water Moves<br>Science on the Go, pp. 105-106<br>Science Resource Book, pp. 56<br>Floor Puzzle: Workbench | PO1. Investigate how applied force (push and pull) can make things move. | What makes things move? | Explore ways objects move and forces that cause movement. | Slide<br>Roll<br>Push<br>Force |
| Lesson 3<br>Ups and Downs<br>Flipbook, pp. 57<br>Science Resource Book, pp. 57<br>Science on the Go, pp. 107-108 | PO1. Investigate how applied force (push and pull) can make things move. | How do we stay on the ground? | Understand that certain objects, like the Sun and the Moon, stay in the sky, while others, like an airplane, are in the sky but return to Earth. | Gravity |
| Lesson 4<br>Sounds All Around<br>Flipbook, pp. 58, S12<br>Unit F Literature Big Book<br>Leveled Reader: Making Sounds<br>Science Songs CD<br>Science Resource Book, pp. 58 | | How are sounds made? | Describe sounds and understand how they are made. | Vibration<br>Loud<br>Soft |

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| A to Z Activity Book, pp. 34-35<br>Science on the Go, pp. 109-112 | | | | |
| Lesson 5<br>Magnets<br>Flipbook, pp. 59<br>Unit F Literature Big Book<br>Leveled Reader: What Can a Magnet Do?<br>Science Resource Book, pp. 59<br>A to Z Activity Book, pp. 26-27<br>Science on the Go, pp. 113-114 | PO2. Investigate how forces can make things move without touching them (e.g., magnets, static electricity) | What objects will magnets move? | Recognize that magnets can be used to make some objects move without being touched | Magnet |
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The Inquiry Process standards will be used within each lesson:
Strand 1: Inquiry Process
Inquiry Process establishes the basic for students' learning in science. Students use scientific processes: questioning, planning and conducting investigations, using appropriate tools and techniques to gather data, thinking critically and logically about relationships between evidence and explanations, and communicating results.

Concept 1: Observations, Questions, and Hypotheses: Observe, ask questions and make predictions.
PO1. Observe common objects using multiple senses.
PO2. Ask questions based on experiences with objects, organisms, and events in the environment.
PO3. Predict results of an investigation based on life, physical, and Earth and space science (e.g., the five senses, changes in weather).

Concept 2: Scientific Testing (Investigating and Modeling) Participant in planning and conducting investigations, and recording data.
PO1. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.
PO2. Participate in guided investigations in life, physical, and Earth and space sciences.

Concept 3: Analysis and Conclusions: Organize and analyze data; compare to predictions.

PO1. Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.
PO2. Compare objects according to their measurable characteristics (e.g., longer/shorter, light/heavier).

Concept 4: Communication: Communicate results of investigations.
PO1. Communicate observations with pictographs, pictures, and/or words.
PO2. Communicate with other groups to describe the results of an investigation.

# Ganado Unified School District (Science/Kindergarten)

***PACING Guide SY 2014-2015***

| Timeline & Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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THINKING
COMMUNICATION
RESPECT & REVERENCE
CAREER
SELF & SOCIAL AWARENESS