



SUBJECT AREA	SCIENCE & SOCIAL STUDIES	
STANDARDS DOCUMENT(S)	Aprendizajes Clave para la Educación Integral	Aprendizajes Sustantivos para la Vida
OTHER DOCUMENTS	Arizona Early Learning Standards	EC eLearning Scope and Sequence by Grade Level

CONTEXT	The Aprendizajes Clave/Sustantivos were created for native Spanish speakers, and the Common Core Kinder Standards were created for native English speakers. The vast majority of our EC students are native Spanish speakers learning English who have an extra year of elementary (P1) in which to develop some of the preschool skills outlined in both those documents. For that reason, it's not enough to translate the Aprendizajes Claves or Sustantivos into English and use those, or to use the Common Core Kinder standards. Instead, we need to modify and adjust the expectations in both those documents to fit this specific and unique situation, while also accounting for those students who are advanced or native speakers of English and for students who speak neither Spanish nor English. In addition, for some learning standards, students are expected to express themselves in English, but for other standards the focus is on higher order thinking skills so students can express themselves in their language of choice, and teachers model how to say it using English and encourage students to repeat it when appropriate.
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CATEGORY 1: INQUIRY AND APPLICATION

STRAND	NURSERY	PRE-KINDER	KINDER	ADVANCED LEARNING GOALS
Exploration, Observations, and Hypotheses: The child asks questions and makes predictions while exploring and observing in the environment	Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.	Describes the similarities, differences and relationships between objects, living things and natural events.	Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	---
Investigation: The child tests predictions through exploration and experimentation	Begins to use a variety of tools and materials used to investigate.	Uses a variety of tools and materials to investigate.	Uses a variety of tools and materials to investigate and selects a tool among several that is best for their investigation.	---
	---	Makes predictions and checks them through hands-on investigation with adult support.	---	---
Analysis and Conclusion The child forms conclusions about observations and experimentations.	Observes, and explains observations by drawing them.	---	---	---
	---	---	Constructs explanations about investigations he/she has been part of.	---
Communication: The child discusses and reflects upon the scientific investigation and its findings	---	---	---	---

CATEGORY 2: EXPLORATION OF THE NATURAL WORLD

STRAND	NURSERY	PRE-KINDER	KINDER	ADVANCED LEARNING GOALS
Gets, records, represents, and describes information to answer questions and extend his/her knowledge about plants, animals, and other natural elements.	Describes characteristics of elements and living things.	Uses his/her own ideas to express how and why he/she believes some natural events occur.	Shares and exchanges ideas about what he/she knows and has discovered about the natural world.	---

CATEGORY 3: SOCIAL STUDIES

STRAND	NURSERY	PRE-KINDER	KINDER	ADVANCED LEARNING GOALS
Is aware of measures to prevent disease.	Applies personal hygiene measures to prevent diseases.	Practices and promotes prevention measures to avoid contagion of the most common infectious diseases.	Identifies some diseases originated by environmental problems in the area where he/she lives and is aware of prevention actions.	---
Participates in school security measures	Participates in school security measures, such as using ID to enter/exit campus and follows protocol in emergency drills.	Participates in school security measures, such as using ID to enter/exit campus and follows protocol in emergency drills.	Participates in school security measures, such as using ID to enter/exit campus and follows protocol in emergency drills.	---
Identifies and explains some of the favorable and unfavorable effects of human action in the environment.	Identifies environmental circumstances which affect everyday life at school.	Looks for solutions to environmental problems at schools and his/her community.	Is aware they're part of the environment, and must take care of it.	----
Explains the benefits of the various services provided in his/her community.	Identifies various occupations in his/her community.	Explains the services offered by people in his/her community.	Establishes relationships between the kinds of jobs people do and the benefits they provide to the community.	---
Talks about participation in civic and ethnic celebrations.	Participates in major traditions and civic celebrations in the community.	Participates in and names major traditions and civic celebrations in the community.	Participates in, names, and explains major traditions and civic celebrations in the community.	---