



Dominican International School

台北市私立道明外僑學校

No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.

10464 臺北市中山區大直街 76 號



SCIENCE SYLLABUS

School Year	2026-2027
Subject	Math
Grade Level	Kindergarten
Teachers	Ms. Michelle Lopez
Email	mlopez@dishs.tp.edu.tw

COURSE DESCRIPTION:

The curriculum for Kindergarten Science fulfills children's natural cravings for understanding the world around them. It builds basic science skills, such as observation, measurement, comparison, and classification. We begin our learning journey by introducing topics that are at their level, such as animals, plants, and day and night, in conjunction with our SLOs and DIS's Vision and Mission, which ensure children learn in a fun and practical manner. Kindergarten Science includes studies of the weather, plants, animals, and nature, providing children with stimulation on topics they are eager to learn about. We teach children methods to investigate the world and make sense of their findings. We give children time to learn about their world and how it works. By using our Kindergarten Science program, we foster children's development of science knowledge and lead them on a lifelong journey of inquiry.

COURSE OBJECTIVES:

By the end of the school year, students will be able to (SWBAT):

- Discover patterns that can be used to classify things as living and nonliving.
- Analyze data and construct explanations about what plants, animals, and humans need to survive.
- Construct explanations about the patterns of where plants and animals live and their needs.
- Argue from evidence to explain how plants, animals, and people can change their environments to get what they need.
- Identify and engage in discussions about natural resources and how their uses affect the environment.
- Communicate solutions that will reduce the effect of humans on land, water, air and other living things in the local environment.
- Analyze and interpret data to describe and measure weather patterns.
- Analyze and interpret data to identify weather patterns over time.
- Obtain information and use patterns to make predictions about the weather.
- Ask questions, obtain and communicate information on ways to identify, prepare for, and respond to severe weather.



- Carry out investigations to explain the effect of sunlight on Earth's surface.
- Construct explanations and design solutions to reduce the warming effect of sunlight.
- Conduct investigations and observe the effects of different strengths of pushes and pulls on the motion of an object.
- Carry out investigations to discover what causes objects to change direction and speed.
- Analyze and interpret data to answer questions about what happens when objects collide.

PRIMARY TEXTBOOKS AND OTHER RESOURCES:

Hackett et al. (2020). Inspire Science Unit 1-4. Columbus, Ohio: McGraw-Hill Education
· Unit 1-4 Inspire Science Student Edition

REFERENCE/LINKS:

- Our school website: <https://www.dishs.tp.edu.tw/>
- Publisher website: <https://www.mheducation.com/prek-12>

SUPPLEMENTARY RESOURCES:

- Online videos and activities
- Science practical projects in the classroom or indoors.

GRADING SYSTEM/ASSESSMENT:

- Observation/Anecdotal Records: Teacher observes and records student participation and discussion using checklists or rating scales.
- Performance: Students can illustrate through artistic expression or retelling, an event or scene from one of the lessons discussed.
- Questioning: When sharing information teachers may question students on their understanding.
- Work Samples or Portfolio: Collect illustrations as work samples to include in student portfolios.
- Unit Assessment: Oral and Writing Exam each quarter.
- Projects: Students demonstrate an active participation in questions and answers when doing Science projects or experiment.
- Seatwork and Homework: Students submit the seatwork and homework in the allotted time.

ADDITIONAL INFORMATION:

Please always check Google Classroom for more information.

ACADEMIC DISHONESTY:

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at



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DIS.

Academic dishonesty includes but is not limited to the following:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's work.
- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment/learning task.

First Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (August 11 to 14) <u>4 days of classes</u> 11-General Assembly at the Gymnasium (9am) 14-Opening Mass & Assumption of Our Lady (8am)	Students' orientation • Classroom routines and procedures • Classroom rules and expectations • Getting to know each other • Introduction to learning activities



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Week 2 (August 17 to 21) 18-St. Dominic de Guzman Feast Day Celebration) Integrated during the Monday Assembly 19- House Shirt & Blue Jeans Day Starts 21- Club Orientation and Club Sign	Lesson 1: Living and Nonliving Things—Part 1 Guiding Question: How can you tell the difference between living and nonliving things? • Observe and compare living and nonliving things. • Identify characteristics of living things. • Ask questions based on observations. • Sort familiar objects as living or non-living. • Use observations to explain classifications. Science journal: • Draw one living and one nonliving thing.
Week 3 (August 24 to 28) 28- First Club Meeting	Lesson 1: Living and Nonliving Things—Part 2 • Review the characteristics of living things. • Observe how living things grow and change. • Compare real living things with models or nonliving representations. • Sort objects by observable properties, including size, color, shape, and texture. • Construct simple patterns using objects. Assessment: • Living and Nonliving Performance Task • Oral response: “I think it is living/nonliving because...”
Week 4 (Aug. 31 to Sept. 4) 8/31- Due date of health forms (returning students) 4- House Ceremony	Lesson 2: Plant and Animal Survival—Part 1 Guiding Question: What do plants and animals need to survive? • Identify what plants need to survive. • Identify what animals, including humans, need to survive. • Compare the basic needs of plants and animals.



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	• Make predictions about what will help a seed grow. • Plant seeds for an ongoing investigation. Ongoing activity: • Begin a Seed Growth Observation Journal.
Week 5 (September 7 to 11) 7- Holy Mass: Nativity of the Blessed Virgin Mary (8am)	Lesson 2: Plant and Animal Survival—Part 2 • Observe and record seed growth. • Describe how plants and animals obtain what they need. • Compare the needs of humans, plants, and animals. • Classify foods into major food groups. • Identify foods that help people grow and stay healthy. • Design a simple healthy meal. Assessment: • Plant and Animal Survival Task • Healthy Plate Project
Week 6 (September 14 to 18)	Lesson 3: Places Plants Live—Part 1 Guiding Question: How can plants live and grow in different places? • Identify different places where plants live. • Distinguish between land and water environments. • Observe features that help plants live in particular places. • Compare land plants and water plants. • Continue recording seed growth.



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Week 7 (September 21 to 25) <u>4 days of classes</u> 21 – Teachers' Day Celebration 22-24 – Pre-Exam Days 25-Moon Festival (no classes)	Lesson 3: Places Plants Live—Part 2 • Compare plants that live in different environments. • Identify similarities and differences among plants. • Explain how a habitat provides a plant with what it needs. • Use drawings or models to represent a plant habitat. • Complete and discuss seed-growth observations. Project: • Design a Habitat for a Plant Assessment: • Plant Observation Journal • Plant Habitat Model
Week 8 (Sept. 28 to October 2) <u>2 Days and 2 Half-Days</u> 28 - Confucious Day Public Holiday (no classes) Oct. 1-2- First Quarter Exam (half day)	Lesson 4: Places Animals Live—Part 1 Guiding Question: How do animals live in different places? • Identify different animal habitats. • Compare land and water habitats. • Explain how a habitat provides food, water, shelter, and space. • Match selected animals to appropriate habitats. • Develop a simple model of an animal habitat. Assessment: • First Quarter Science Skills Checklist
Week 9 (October 5 to 9) 5 - Record Day (no classes) 6-8 – Teachers' Conference (no classes) 9- Double Ten Public Holiday (no classes)	



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Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 10 (October 12 to 16) 12 - Second Quarter begins	Lesson 4: Places Animals Live—Part 2 - Explain how animal body features help animals live in particular habitats. - Identify variations among animals of the same type. - Match baby animals with their parents. - Describe how animals change as they grow. - Compare selected animal life cycles. - Complete and present an animal habitat model. Project: - Animal Habitat Model and Oral Explanation Assessment: - Plants and Animals Module Assessment - Performance task and selected written items
Week 11 (October 19 to 23)	Lesson 1: Plants Change Their Environment—Part 1 Guiding Question: How can plants change the places where they live? - Observe ways plants change their surroundings. - Ask questions about roots, stems, leaves, and seeds. - Make predictions about how plants may affect soil or surfaces. - Use observations as evidence.
Week 12 (October 26 to 30) <u>4 days of classes</u> 26- Retrocession Day Public Holiday (no classes) 30 – Autumn Fair/Book Fair	Lesson 1: Plants Change Their Environment—Part 2 - Explain how plant roots can move soil or affect surfaces. - Investigate how plants may help hold soil in place. - Compare initial predictions with observations. - Construct an explanation using evidence.



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	- Communicate findings through drawings and oral explanations. Assessment: - Plants Change Their Environment Investigation Record - Claim-and-evidence oral response
Week 13 (November 2 to 6) 2- All Souls' Day Mass (8am)	Lesson 2: Animals Change Their Environment—Part 1 Guiding Question: How do animals change their environment to meet their needs? - Identify ways animals change their surroundings. - Ask questions about nests, burrows, tunnels, and dams. - Observe examples of animal-made structures. - Develop a model of an animal home.
Week 14 (November 9 to 13) 9-13- Health Week	Lesson 2: Animals Change Their Environment—Part 2 - Explain why animals change their environment. - Compare ways different animals build shelters or find food. - Use pictures, videos, models, or observations as evidence. - Compare animal-built structures. - Explain how a structure helps an animal survive. Assessment: - Animal Environment Model - Oral explanation supported by evidence
Week 15 (November 16 to 20)	Lesson 3: People Change Their Environment—Part 1 Guiding Question: How do people change the environment? Identify ways people change land and water.



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	• Compare natural and human-made environments. • Observe how roads, buildings, farms, and parks change the land. • Ask questions about helpful and harmful changes. • Model a simple environmental change.
Week 16 (November 23 to 27) 24-26- Pre Exam Days 26 - Thanksgiving Family Day - Thanksgiving Potluck for Teachers and Staff (after school) - Lighting of the Christmas Tree (after school) 27 – Lower School Science Fair	Lesson 3: People Change Their Environment—Part 2 • Explain why people change their surroundings. • Identify positive and negative effects of environmental changes. • Suggest ways people can care for living things, land, water, and air. • Communicate a simple solution to an environmental problem. • Compare possible solutions. Project: • Help Our Environment Poster or Model Assessment: • Changes to the Environment Module Assessment • Project and oral explanation
Week 17 (Nov. 30 to Dec. 4) 12/1-4 - House Unity Dress Up Week	2nd QUARTER EXAMINATION REVIEW
Week 18 (December 7 to 11) <u>3 days and 2 half days of classes</u> 8- Foundation Day Mass (9am) 18 - Christmas Fair (whole day) 10 and 11 - Second Quarter Exam (half day)	2nd QUARTER EXAM



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December 12 to January 3 - Christmas Break

Third Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 19 (January 4 to 8) <u>4 days of classes</u> 4 - Record Day (no classes) 5- Third Quarter Begins 8- New Year Mass (8:00)	SCIENCE SKILLS: PROPERTIES AND MAGNETS • Use the senses and simple tools to observe objects. • Describe objects by color, size, shape, weight, and texture. • Sort objects according to their observable properties. • Predict whether objects are magnetic or nonmagnetic. • Test objects with a magnet. • Record and compare predictions and results. Assessment: • Magnetic and Nonmagnetic Investigation Record
Week 20 (January 11 to 15) 15- Club Orientation & Sign Up	SCIENCE SKILLS: MIXTURES • Create mixtures by combining two or more materials. • Observe what happens when materials are combined. • Explore ways to separate mixtures. • Select appropriate tools for separating mixtures. • Explain which separation method worked best. Assessment: • Mixture Separation Challenge



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Week 21 (January 18 to 22) 18-22- Career Awareness Week 22- First Club Meeting for 2nd Semester	Lesson 1: Natural Resources Guiding Question: How do people use resources from Earth? • Identify resources that come from nature. • Explain how people use land, water, air, plants, and other resources. • Distinguish between natural and human-made materials. • Identify natural resources used in the classroom. • Ask questions about how resource use affects the environment.
Week 22 (January 25 to 29) 28- Students' Individual Photoshoot for Yearbook	Lesson 2: Reduce, Reuse, and Recycle Guiding Question: How can people reduce their impact on the environment? • Explain the meaning of reduce, reuse, and recycle. • Sort recyclable and non-recyclable materials. • Identify ways children can reduce waste. • Define a simple environmental problem. • Design or communicate a solution. Engineering Project: • Design a Useful Object from Reusable Materials Assessment: • Protect Earth Project • Module skills checklist
Week 23 (February 1 to 3) <u>3 days of classes</u> 1- Chinese New Year Celebration	Lesson 1: Describe Weather Guiding Question: What is the weather like today? • Observe local weather conditions. • Describe weather as sunny, cloudy, rainy, windy, warm, or cool.



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	• Use pictures and symbols to record observations. • Begin a class weather calendar. • Explore simple weather tools. Ongoing investigation: • Class Weather Calendar
	<i>February 4-12 Chinese New Year Holiday</i>
Week 24 (February 15 to 19) 19- K1 & K2 Field Trip	Lesson 2: Weather Patterns Guiding Question: What patterns can we observe in the weather? • Compare weather observations recorded over time. • Count and graph different types of weather. • Identify patterns in the class weather calendar. • Compare weather during different days or seasons. • Construct weather patterns using pictures or symbols.
Week 25 (February 22 to 26) 22-26 – IOWA Assessments	Lesson 3: Forecast Weather Guiding Question: Why do people use weather forecasts? • Ask questions about weather forecasts. • Obtain information from pictures, videos, or simple texts. • Explain how a forecast helps people prepare. • Select appropriate clothing or activities for predicted weather. • Make a simple weather forecast using observations.
Week 26 (March 1 to 5) <u>4 days of classes</u> 1- Memorial Day Holiday (no classes) 2-4 – Pre Exam Days	Lesson 4: Severe Weather Guiding Question: How can people prepare for severe weather? • Identify examples of severe weather.



	• Explain how severe weather can affect people and places. • Identify safe responses to severe weather. • Develop a simple weather-safety plan. • Communicate safety information through a poster or model. Project: • Severe Weather Safety Poster Assessment: • Weather Module Assessment
Week 27 (March 8 to 12)	OBJECTS IN THE DAY AND NIGHT SKY • Identify objects commonly seen in the daytime sky. • Identify objects commonly seen in the nighttime sky. • Compare observations of the day and night sky. • Distinguish between clouds, the Sun, the Moon, and stars. • Communicate observations through drawings.
Week 28 (March 15 to 19) 19 - Kindilympics	Lesson 1: Sunlight on Earth's Surface Guiding Question: What happens when sunlight shines on Earth's surface? • Make predictions about objects placed in sunlight and shade. • Observe the effect of sunlight on different surfaces. • Compare objects or materials in sunlight and shade. • Record observations using drawings, words, or numbers. • Use evidence to explain that sunlight warms Earth's surface. Investigation: • Sunlight and Shade Investigation



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Week 29 (March 22 to 24) <u>1 days and 2 half days of classes</u> 23-24 – Third Quarter Exam (half day)	Lesson 2: Protection from the Sun Guiding Question: How can we reduce the warming effect of sunlight? • Define the problem of an object or area becoming too warm. • Explore materials that can provide shade. • Draw a plan for a shade structure. • Build and test a structure. • Compare two designs. • Use evidence to explain which structure worked better. Engineering Project: • Design and Build a Shade Structure Assessments: • Shade Structure Performance Task • Third Quarter Science Skills Checklist
<i>March 25 to April 2 Easter/Spring Break</i>	

Fourth Quarter Tentative Course Contents

Week & Date	Topics, Projects, Assessments
Week 30 (April 5 to 9) <u>3 days of classes</u> 7- Fourth Quarter begins 10- Spring Fair	Lesson 1: Pushes and Pulls Guiding Question: How can a push or pull change an object's motion? • Identify pushes and pulls. • Observe how pushes and pulls make objects move. • Compare strong and gentle pushes. • Trace the motion of a ball or toy car. • Use positional vocabulary to describe location and movement.



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	Investigation: • Move the Toy Car • Strong Push and Gentle Push
Week 31 (April 12 to 16) 15 – Easter Mass & Easter Egg Hunt	Lesson 2: Direction and Speed Guiding Question: How can a push or pull change speed or direction? • Investigate pushes and pulls in different directions. • Compare fast and slow motion. • Use arrows, drawings, or models to represent movement. • Test how the strength of a force affects motion. • Record and compare results.
Week 32 (April 19 to 23) 20-24 Cultural Awareness Week / Spirit Week / Earth Week	Lesson 3: When Objects Collide Guiding Question: What happens when moving objects collide? • Observe what happens when objects collide. • Predict how a collision may change movement. • Define a simple motion problem. • Design a way to change the speed or direction of an object. • Test and compare two possible solutions. • Use evidence to explain which solution worked best. Engineering Project: • Toy-Car Target Challenge, Ramp Challenge, or Bottle Bowling Assessment: • Forces and Motion Performance Task • Unit 4 Skills Checklist



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Week 33 (April 26 to 30) <u>4 days of classes</u> 27-29 - Pre-Exam Days - Class Picture Taking 30 – Labor Day Public Holiday (No classes)	4th QUARTER EXAM REVIEW
Week 34 (May 3 to 7) Final Exams (K2)	4TH QUARTER EXAM
Week 35 (May 10 to 14) <u>2 days and 2 half days of classes</u> 12 and 13- Fourth Quarter Exam—Undergraduate (half day) 14 – Record Day (No Classes)	GRADUATION REHEARSALS
Week 36 (May 17 to 21) 17-21 Student Clearance 19 – HOUSE Sports Day 22- House Culminating Activity	GRADUATION REHEARSALS
Week 37 (May 24 to 28) 25- Kindergarten Graduation/Gr. 5 Promotion 28 - :Last Day of School 31 – Last day of Teachers/Staff Meeting	KINDERGARTEN GRADUATION

“Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán”