

UNIT 6

Course: Language Arts/Science/SEL		Grade Level: 1st Grade
Unit Title: Earth & Space Science: <i>Light and Solar Patterns</i>		Length of Unit: Until the end of the third trimester - Approximately 6 weeks
<p>Unit Summary: In this unit, students will use the skills and knowledge acquired to recognize there are different objects in the sky and that they have predictable patterns which humans have come to rely upon in their daily lives. Building on what students learn in this unit, they are expected to be able to make the observations and connections to what personally changes for them throughout the year. For example, students may play outside later in the summer; families may be sitting together for dinner in the darkness in the winter, etc. Throughout the year, the crosscutting concepts of patterns and structure and functions can serve as a focus for the disciplinary core ideas. Students will also have opportunities to build and apply their science knowledge through engineering practices. Students will be able to ask and answer questions about the key details in texts. Students will explore the ways in which authors support their message through the reasons they give and the illustrations they choose. Students will use the writing process to communicate (write/speak) an opinion piece with an introduction, reasons gathered or recalled to support and a sense of closure.</p> <p>Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify and perform roles that contribute positively in the classroom and, with support, identify approaches to resolving conflicts constructively.</p>		
Stage 1- Desired Results		
STANDARDS	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>TG1: Make observations about the patterns in the amount of sunlight at different times of year.</p> <p>TG2: Read a wide range of texts, drawing on key details to support an understanding of a text as a whole, determine a narrator and/or explain the way in which illustrations and words work together to support key points in a text.</p>	
<p>Priority: Science: 1-ESS1-2: Make observations at different times of the year to relate the amount of daylight to the time of year.</p> <p>Language Arts: RL/RI.1.1: Ask and answer questions about key details in a text.</p>		

<p>RL.1.6: Identify who is telling the story at various points in a text.</p> <p>RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.8: Identify the reasons an author gives to support points in a text.</p> <p>W.1.1: Write opinion pieces in which they introduce a topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.</p> <p>W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>SEL: Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	<p>TG3: Communicate (write/speak) an opinion piece about a topic or a book with reasons to support.</p>	
	<p>Meaning</p>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that....</i></p> <p>EU1: Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.</p> <p>EU2: Key ideas in an informational text can be described by using the illustrations and details in the text; writers use these features to support key points made within a text.</p> <p>EU3: Dialogue is an effective tool used by writers to convey different points of view (narrators).</p> <p>EU4: Good writers draw on evidence from a variety of sources to validate their opinions.</p> <p>EU5: Respectful interactions lead to healthy relationships; facing challenges and difficulties is essential to achieving goals.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: Why do we observe patterns of the sun? <i>How can patterns be used to classify, explain and predict events in nature?</i></p> <p>EQ2: How can illustrations help me make sense of what I am reading? <i>How does an author support what is said in a text?</i></p> <p>EQ3: How do I know who is telling the story? <i>How does this help me in my understanding of the story?</i></p> <p>EQ4: How can I use my writing to persuade others? <i>How do I make others believe what I have to say?</i></p> <p>EQ5: How does solving problems with others help me meet my goals? <i>How do problems with others keep me from meeting my goals?</i></p>
	<p>Acquisition</p>	
<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p>	<p>Year-Long English/Spanish "I Can" Statements <i>Students will be skilled at...</i></p>	

<p>Supporting: Science: 1-ESS1-1: Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p>K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>Language Arts: RL.1.9: Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Science K2: Daily and seasonal patterns of the motion of the sun</p> <p>K3: Seasonal patterns of sunrise and sunset</p> <p>Language Arts/Digital Literacy K4: Reading strategies</p> <p>K5: The elements of opinion writing</p> <p>K6: The writing process</p> <p>K7: The research process</p> <p>K8: Digital tools for publishing</p> <p>K9: How to be a responsible digital citizen</p> <p>SEL K10: Classroom roles</p> <p>K11: Strategies for resolving conflicts</p>	<p>Science S1: I can read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.</p> <p>S2: I can make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</p> <p>Language Arts/Digital Literacy S3: I can ask and answer questions about key details in a text. (RL/RI.1)</p> <p>S4: I can say who is telling the story. (RL.6)</p> <p>S5: I can tell if the information is from pictures or the words in a text. (RI.6)</p> <p>S6: I can find reasons in a text to support key details. (RI.8)</p> <p>S7: I can communicate/write an opinion piece about a topic. (W.1)</p> <ul style="list-style-type: none"> • I can introduce the topic or name the book I am writing about. • I can state my opinion. • I can provide a reason for my opinion. • I can provide a sense of closure. <p>S8: I can research and write about a topic with others. (W.7)</p> <p>S9: I can compare and contrast texts. (RL/I.9)</p>
--	--	---

		<p>S10: With adult help, I can use different digital tools to create and publish writing. (W.6)</p> <p>S11: I can participate in guided discussions about text to share opinions and responses. (Info/Dig Lit Goal 2)</p> <p>S12: I can recognize the point of view or opinion of the author. (Info/Dig Lit Goal 3)</p> <p>S13: I can format text and images to support a message. (Info/Dig Lit Goal 4)</p> <p>S14: I can use applications and technology tools embedding pictures and text to show what I know about a topic. (Info/Dig Lit Goal 4)</p> <p>S15: I can begin to organize information using a variety of technology products independently or as a group. (Info/Dig Lit Goal 4)</p> <p>SEL</p> <p>S16: I can perform different roles and resolve conflicts to contribute positively to a group.</p>