

UNIT 6

Course: Language Arts/Science/SEL	Grade Level: Kindergarten
Unit Title: Earth’s Systems	Length of Unit: Until the end of the third trimester - Approximately 6 weeks
<p>Unit Summary: Students will use and share observations and ask questions about whether the sun warms the Earth’s surface. Students will also build on their year-long observations of weather conditions and patterns to explore how scientists use this information. Students will continue to build their understanding of the crosscutting concepts of patterns and the relationships between cause and effect. Students will use reading strategies on a wide range of texts and ask and answer questions about texts to deepen their understanding of what they read. Students will use the writing process and a combination of drawing, dictation and writing to state their opinion/preference with a reason (ie I like chocolate because it is delicious. I like Cat in the Hat because it is funny.)</p> <p>SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to recognize that others might respond to situations differently and find ways to honor and accept these differences.</p> <p><i>This unit points out where certain KIDS measures can be easily assessed; however, all 21 KIDS measures should be assessed three times a year.</i></p>	
Stage 1- Desired Results	
STANDARDS/KIDS	Transfer
<p>Priority: Science: K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.</p> <p>SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people’s lives.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>TG1: Observe and collect data on weather conditions and the effect the sun has on the Earth in order to identify patterns and make predictions.</p> <p>TG2: Read text (with support as necessary) and ask and answer questions to deepen understanding about the text.</p> <p>TG3: Using a combination of drawing, dictation, and writing express an opinion that is supported with evidence.</p>

<p>Language Arts: RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.</p> <p>W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</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>Supporting: Science: K-PS3-1: Make observations to determine the effect of sunlight on Earth's surface.</p> <p>K-ESS3-2: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather.</p>	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: Weather can be observed and measured; weather affects decisions people make. (People encounter questions about the natural world every day.)</p> <p>EU2: Using the writing process can help us communicate our ideas, describe an experience, and inform an audience.</p> <p>EU3: Readers are active and engaged when they are asking and answering questions about the text; asking and answering questions about unknown words in a text increases and develops vocabulary.</p> <p>EU4: People respond to situations differently</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: How does weather affect our lives? <i>Why do we observe the weather?</i></p> <p>EQ2: How can we communicate ideas in writing? <i>Why do we write?</i></p> <p>EQ3: How can I be an active and engaged reader?</p> <p>EU4: How can we show respect when others respond differently to a situation?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Science K2: Weather is the combination of sunlight, wind, snow, or rain, and temperature in a particular region at a particular time; people measure these conditions to describe and record the weather</p>	<p>Year-Long English/Spanish “I can” statements <i>Students will be skilled at...</i></p> <p>Science S1: I can ask questions based on observations to find more information about the designed world.</p> <p>S2: I can read grade-appropriate texts and/or use media to obtain scientific information to</p>

<p>K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>Language Arts: R.I.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information text.</p> <p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p>	<p>K3: The Sun provides heat and light to Earth</p> <p>K4: Daytime temperatures are usually warmer than nighttime temperatures</p> <p>Language Arts</p> <p>K5: Reading strategies</p> <p>K6: The elements of opinion writing</p> <p>K7: The writing process</p> <p>K8: How to be a responsible digital citizen</p> <p>K9: Process of shared research</p> <p>SEL</p> <p>K10: Not all people respond to a situation in the same way</p>	<p>describe patterns in the natural world.</p> <p>S3: I can make observations to determine the effect of sunlight on Earth's surface.</p> <p>S4: I can make observations about weather, climate, and other environmental characteristics.</p> <p>S5: I can explain how weather, climate, and other environmental characteristics affect people's lives.</p> <p>Language Arts/Digital Literacy</p> <p>S6: I can use a variety of reading strategies to read unfamiliar texts</p> <p>S7: I can describe the connection between two individuals, events, ideas, or pieces of information.</p> <p>S8: I can ask and answer questions about unknown words in a text.</p> <p>S9: I can use a combination of drawing, dictating, and writing to compose opinion pieces.</p> <ul style="list-style-type: none"> • I can tell the reader about the topic or the name of the book I am writing about. • I can state an opinion or preference about the topic or book. <p>S11: I can take ownership of my digital</p>
---	---	---

		<p>content. (Info/Dig Lit Goal 1)</p> <p>S12: I can suggest search terms for use in online searching. (Info/Dig Lit Goal 3)</p> <p>S13: I can begin to organize information with guidance using technology independently or as a group. (Info/Dig Lit Goal 4)</p> <p>SEL</p> <p>S14: I can respect others when they respond differently to a situation.</p>