

# Gr K-CKLA Knowledge 06 Native Americans

**Duration:** 8.0 Day(s)

**Grade(s):** K

**Subject(s):** English Language Arts

**Course(s):** English Language Arts w/ Integrated Science & Social Studies, Kindergarten

## Unit Focus

Students are introduced to the broad concept that indigenous peoples lived on the continents of North and South America long before European explorers arrived. Students explore the distinctive cultures of three Native American groups, as well as how conditions in different geographical regions influence their ways of life.

## Stage 1: Learning Goals

Established Goals	Transfer	
<b>Standards</b> <ul style="list-style-type: none"> <li>• Pennsylvania Core Standards               <ul style="list-style-type: none"> <li>◦ <i>Economics: K</i> <ul style="list-style-type: none"> <li>▪ Opportunity Costs                   <ul style="list-style-type: none"> <li>▪ <b>Identify choices to meet needs (6.1.K.C)</b></li> </ul> </li> <li>▪ Government's Role in International Trade                   <ul style="list-style-type: none"> <li>▪ <b>Identify products produced in the region or state. (6.3.K.D)</b></li> </ul> </li> <li>▪ Specialization                   <ul style="list-style-type: none"> <li>▪ <b>Identify the specialized role performed by each member of the family. (6.4.K.A)</b></li> </ul> </li> </ul> </li> <li>◦ <i>English Language Arts: K</i> <ul style="list-style-type: none"> <li>▪ Book Handling                   <ul style="list-style-type: none"> <li>▪ <b>Utilize book handling skills. (CC.1.1.K.A)</b></li> </ul> </li> <li>▪ Print Concepts                   <ul style="list-style-type: none"> <li>▪ <b>Demonstrate understanding of the organization and basic features of print. Follow words left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lower case letters of the alphabet. (CC.1.1.K.B)</b></li> </ul> </li> <li>▪ Phonological Awareness                   <ul style="list-style-type: none"> <li>▪ <b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce</b></li> </ul> </li> </ul> </li> </ul> </li> </ul>	Long-Term Transfer Goals	
	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	Meaning	
	Understandings	Essential Questions
	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i> <ul style="list-style-type: none"> <li>U1 Indigenous people lived on the North and South American continents long before European explorers visited and settled this area.</li> <li>U2 There were many different tribes and each had their own way of life.</li> <li>U3 Geographical locations influenced lifestyles and individual cultures of different tribes.</li> <li>U4 Three tribes are the focus of the unit: Lakota Sioux, Wampanoag, and Lenape</li> </ul>	<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i> <ul style="list-style-type: none"> <li>Q1 How do indigenous people live?</li> </ul>
	Acquisition of Knowledge & Skill	
Knowledge	Skills	

**rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. (CC.1.1.K.C)**

- Phonics and Word Recognition
  - **Know and apply grade level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of one-to one letter-sound correspondence. Associate the long and short sounds with common spellings for the five major vowels. Read grade level high-frequency sight words with automaticity. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CC.1.1.K.D)**
- Fluency
  - **Read emergent-reader text with purpose and understanding. (CC.1.1.K.E)**
- Key Ideas and Details - Text Analysis (B)
  - **With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)**
- Key Ideas and Details - Text Analysis (C)
  - **With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)**
- Craft and Structure - Text Structure
  - **Identify parts of a book (title, author) and parts of a text (beginning, end, details). (CC.1.2.K.E)**
- Integration of Knowledge and Ideas - Diverse Media
  - **Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)**
- Integration of Knowledge and Ideas - Evaluating Arguments
  - **With prompting and support, identify the reasons an author gives to support points in a text. (CC.1.2.K.H)**
- Integration of Knowledge and Ideas - Analysis Across Texts

*What facts and basic concepts should students know and be able to recall? Students will know...*

K1 Basic understanding of Native American life

*What discrete skills and processes should students be able to use? Students will be skilled at...*

- S1 Demonstrate understanding of key vocabulary
- S2 Distinguish the meaning of the words to and from in context.
- S3 Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed
- S4 Compare and contrast three Native American tribes using a graphic organizer
- S5 Write and draw information from the text describe characteristics of different tribes and items used in Native American life

- **With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. (CC.1.2.K.I)**
- Range of Reading
  - **Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)**
- Key Ideas and Details - Theme
  - **With prompting and support, retell familiar stories including key details. (CC.1.3.K.A)**
- Key Ideas and Details - Literary Elements
  - **With prompting and support, identify characters, settings, and major events in a story. (CC.1.3.K.C)**
- Integration of Knowledge and Ideas - Sources of Information
  - **Make connections between the illustrations and the text in a story (read or read aloud). (CC.1.3.K.G)**
- Range of Reading
  - **Actively engage in group reading activities with purpose and understanding. (CC.1.3.K.K)**
- Comprehension and Collaboration - Collaborative Discussion
  - **Participate in collaborative conversations with peers and adults in small and larger groups. (CC.1.5.K.A)**
- Comprehension and Collaboration - Critical Listening
  - **Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CC.1.5.K.B)**
- Comprehension and Collaboration - Evaluating Information
  - **Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC.1.5.K.C)**
- Presentation of Knowledge and Ideas - Context
  - **Speak audibly and express thoughts, feelings, and ideas clearly. (CC.1.5.K.E)**
- *Geography: K*
  - Geographic Tools
    - **Interpret a simple map of a known environment. (7.1.K.A)**
  - Physical Processes

- **Identify land and water forms. (7.2.K.B)**
- Human Characteristics
  - **Describe how weather affects daily life. (7.3.K.A)**
- Impact of Physical Systems on People
  - **Identify local bodies of water and landforms to gain an understanding of their impact on the local community. (7.4.K.A)**

# Gr K-CKLA Knowledge 07 Kings and Queens

**Duration:** 8.0 Day(s)

**Grade(s):** K

**Subject(s):** English Language Arts

**Course(s):** English Language Arts w/ Integrated Science & Social Studies, Kindergarten

## Unit Focus

Students listen to Read-Aloud texts, both fiction and nonfiction, about kings, queens, and royal families. The selections build students' understanding of responsibilities and customs associated with royalty throughout history.

## Stage 1: Learning Goals

Established Goals	Transfer	
<b>Standards</b> <ul style="list-style-type: none"> <li>• Pennsylvania Core Standards               <ul style="list-style-type: none"> <li>◦ <i>Economics: K</i> <ul style="list-style-type: none"> <li>▪ Specialization                   <ul style="list-style-type: none"> <li>▪ Identify the specialized role performed by each member of the family. <i>(6.4.K.A)</i></li> </ul> </li> <li>▪ Factors Contributing to Economic Interdependence                   <ul style="list-style-type: none"> <li>▪ Identify individual wants and needs. <i>(6.4.K.D)</i></li> </ul> </li> </ul> </li> <li>◦ <i>English Language Arts: K</i> <ul style="list-style-type: none"> <li>▪ Phonological Awareness                   <ul style="list-style-type: none"> <li>▪ <b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. <i>(CC.1.1.K.C)</i></b></li> </ul> </li> <li>▪ Key Ideas and Details - Main Idea                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, identify the main idea and retell key details of text. <i>(CC.1.2.K.A)</i></b></li> </ul> </li> <li>▪ Key Ideas and Details - Text Analysis (B)                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, answer questions about key details in a text. <i>(CC.1.2.K.B)</i></b></li> </ul> </li> <li>▪ Key Ideas and Details - Text Analysis (C)                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, make a</b></li> </ul> </li> </ul> </li> </ul> </li> </ul>	Long-Term Transfer Goals	
	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	Meaning	
	Understandings	Essential Questions
	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 Throughout history, royalty has played a major role in the governance of countries in the world.</p> <p>U2 The responsibilities, lifestyles, and customs associated with royalty provide context for many classic and well-loved stories and rhymes.</p> <p>U3 This unit provides background knowledge for later domains and builds knowledge for understanding different forms of government.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 What does this literature reveal about a culture/time period?</p>
Acquisition of Knowledge & Skill		
Knowledge	Skills	

- **connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)**
- Craft and Structure - Vocabulary
  - **With prompting and support, ask and answer questions about unknown words in a text. (CC.1.2.K.F)**
- Integration of Knowledge and Ideas - Diverse Media
  - **Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)**
- Vocabulary Acquisition and Use (J)
  - **Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. (CC.1.2.K.J)**
- Range of Reading
  - **Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)**
- Key Ideas and Details - Theme
  - **With prompting and support, retell familiar stories including key details. (CC.1.3.K.A)**
- Key Ideas and Details - Text Analysis
  - **Answer questions about key details in a text. (CC.1.3.K.B)**
- Key Ideas and Details - Literary Elements
  - **With prompting and support, identify characters, settings, and major events in a story. (CC.1.3.K.C)**
- Craft and Structure - Point of View
  - **Name the author and illustrator of a story and define the role of each in telling the story. (CC.1.3.K.D)**
- Craft and Structure - Text Structure
  - **Recognize common types of text. (CC.1.3.K.E)**
- Integration of Knowledge and Ideas - Sources of Information
  - **Make connections between the illustrations and the text in a story (read or read aloud). (CC.1.3.K.G)**
- Integration of Knowledge and Ideas - Text Analysis
  - **Compare and contrast the adventures and experiences of characters in familiar stories. (CC.1.3.K.H)**
- Vocabulary Acquisition and Use
  - **Use words and phrases acquired through conversations, reading, and**

What facts and basic concepts should students know and be able to recall? Students will know...

K1 Basic understanding of Kings and Queens

What discrete skills and processes should students be able to use? Students will be skilled at...

- S1 Demonstrate understanding of key vocabulary
- S2 Distinguish the meaning of the words to and from in context.
- S3 Describe the characters, setting, and plot of a story
- S4 Sequence story events
- S5 Compare and contrast royal families with non-royal families using a graphic organizer
- S6 Draw and write events from stories

- **being read to, and responding to texts. (CC.1.3.K.J)**
- Range of Reading
  - **Actively engage in group reading activities with purpose and understanding. (CC.1.3.K.K)**
- Narrative - Conventions of Language
  - **Demonstrate a grade appropriate command of the conventions of standard English standard English capitalization, punctuation, and spelling. Capitalize the first word in a sentence and the pronoun I. Recognize and use end punctuation. Spell simple words phonetically. (CC.1.4.K.R)**
- Comprehension and Collaboration - Collaborative Discussion
  - **Participate in collaborative conversations with peers and adults in small and larger groups. (CC.1.5.K.A)**
- Comprehension and Collaboration - Critical Listening
  - **Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CC.1.5.K.B)**
- Comprehension and Collaboration - Evaluating Information
  - **Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CC.1.5.K.C)**
- Presentation of Knowledge and Ideas - Purpose, Audience, and Task
  - **Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume. (CC.1.5.K.D)**
- Presentation of Knowledge and Ideas - Context
  - **Speak audibly and express thoughts, feelings, and ideas clearly. (CC.1.5.K.E)**
- Conventions of Standard English
  - **Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content. (CC.1.5.K.G)**
- History: K
  - Contributions from Individuals and Groups

(PA)

- **Identify people in authority. (8.2.K.A)**





## Gr K-CKLA Knowledge 09 Columbus and Pilgrims

**Duration:** 9.0 Day(s)

**Grade(s):** K

**Subject(s):** English Language Arts

**Course(s):** English Language Arts w/ Integrated Science & Social Studies, Kindergarten

### Unit Focus

Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620.

### Stage 1: Learning Goals

Established Goals	Transfer	
	Long-Term Transfer Goals	
	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	Meaning	
	Understandings	Essential Questions
	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 The arrival of Columbus and, more than 100 years later, the Pilgrims in North America, are important events in the history of the United States.</p> <p>U2 There are similarities and differences between the two voyages of Columbus and the Pilgrims, their motivations, and their interactions with Native Americans.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 Why did Columbus sail west?</p> <p>Q2 What was the reason for the pilgrims to travel to the west?</p> <p>Q3 Who and why were the Americas discovered?</p>
	Acquisition of Knowledge & Skill	
Knowledge	Skills	

Standards	What facts and basic concepts should students know and be able to recall? Students will know...	What discrete skills and processes should students be able to use? Students will be skilled at...
<ul style="list-style-type: none"> <li>• Pennsylvania Core Standards <ul style="list-style-type: none"> <li>◦ <i>Economics: K</i> <ul style="list-style-type: none"> <li>▪ Scarcity and Choice <ul style="list-style-type: none"> <li>▪ <b>Identify how scarcity influences choice. (6.1.K.A)</b></li> </ul> </li> <li>▪ Opportunity Costs <ul style="list-style-type: none"> <li>▪ <b>Identify choices to meet needs (6.1.K.C)</b></li> </ul> </li> </ul> </li> <li>◦ <i>English Language Arts: K</i> <ul style="list-style-type: none"> <li>▪ Key Ideas and Details - Main Idea <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A)</b></li> </ul> </li> <li>▪ Key Ideas and Details - Text Analysis (B) <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)</b></li> </ul> </li> <li>▪ Key Ideas and Details - Text Analysis (C) <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)</b></li> </ul> </li> </ul> </li> <li>◦ <i>Geography: K</i> <ul style="list-style-type: none"> <li>▪ Physical Processes <ul style="list-style-type: none"> <li>▪ <b>Identify land and water forms. (7.2.K.B)</b></li> </ul> </li> <li>▪ Human Characteristics <ul style="list-style-type: none"> <li>▪ <b>Describe how weather affects daily life. (7.3.K.A)</b></li> </ul> </li> </ul> </li> <li>◦ <i>History: K</i> <ul style="list-style-type: none"> <li>▪ Continuity and Change over Time <ul style="list-style-type: none"> <li>▪ <b>Identify chronological sequence through days, weeks, months, and years (calendar time). (8.1.K.A)</b></li> </ul> </li> <li>▪ Contributions from Individuals and Groups (US History) <ul style="list-style-type: none"> <li>▪ <b>Identify American people related to national holidays. (8.3.K.A)</b></li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>K1 Basic knowledge of Columbus and the pilgrims</p>	<p>S1 Demonstrate understanding of key vocabulary</p> <p>S2 Orally describe details from informational text</p> <p>S3 Use a graphic organizer to summarize text</p> <p>S4 Ask and answer questions using what</p> <p>S5 Identify and understand information on a timeline</p> <p>S6 Write a travel journal</p> <p>S7 Write short phrases and sentences and draw pictures based on details in the text</p>

# Gr K-CKLA Knowledge 10 Colonial Towns and Townspeople

**Duration:** 10.0 Day(s)

**Grade(s):** K

**Subject(s):** English Language Arts

**Course(s):** English Language Arts w/ Integrated Science & Social Studies, Kindergarten

## Unit Focus

Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times.

## Stage 1: Learning Goals

Established Goals	Transfer	
<b>Standards</b> <ul style="list-style-type: none"> <li>• Pennsylvania Core Standards               <ul style="list-style-type: none"> <li>◦ <i>Economics: K</i> <ul style="list-style-type: none"> <li>▪ Opportunity Costs                   <ul style="list-style-type: none"> <li>▪ <b>Identify choices to meet needs (6.1.K.C)</b></li> </ul> </li> <li>▪ Incentives and Choice                   <ul style="list-style-type: none"> <li>▪ <b>Identify a choice based on family interest. (6.1.K.D)</b></li> </ul> </li> <li>▪ Goods and Services                   <ul style="list-style-type: none"> <li>▪ <b>Identify goods and consumers. (6.2.K.A)</b></li> </ul> </li> <li>▪ Price Determination                   <ul style="list-style-type: none"> <li>▪ <b>Identify currency and how it is used. (6.2.K.D)</b></li> </ul> </li> <li>▪ Specialization                   <ul style="list-style-type: none"> <li>▪ <b>Identify the specialized role performed by each member of the family. (6.4.K.A)</b></li> </ul> </li> <li>▪ Types of Businesses                   <ul style="list-style-type: none"> <li>▪ <b>Identify goods and services provided by local businesses (6.5.K.C)</b></li> </ul> </li> </ul> </li> <li>◦ <i>English Language Arts: K</i> <ul style="list-style-type: none"> <li>▪ Key Ideas and Details - Main Idea                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, identify the main idea and retell key details of text. (CC.1.2.K.A)</b></li> </ul> </li> <li>▪ Key Ideas and Details - Text Analysis (B)                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)</b></li> </ul> </li> <li>▪ Opinion/Argumentative                   <ul style="list-style-type: none"> <li>▪ <b>Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.</b></li> </ul> </li> </ul> </li> </ul> </li> </ul>	Long-Term Transfer Goals	
	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	Meaning	
	Understandings	Essential Questions
	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i>	
	U1 Students draw on knowledge from Columbus and the Pilgrims as they learn more about America’s history during colonial times.  U2 The daily life of people during the colonial era are contrasted with students’ present-day experiences.  U3 The differences between living in a town versus living in the country are explored.	Q1 What were the different roles of the colonial townspeople?  Q2 What types of trades were found in colonial times and how did they contribute to the town?
	Acquisition of Knowledge & Skill	
Knowledge	Skills	
<i>What facts and basic concepts should students know and be able to recall? Students will know...</i>		
K1 Basic knowledge of colonial life	S1 Demonstrate understanding of key vocabulary  S2 Orally describe details from informational text  S3 Use a graphic organizer to organize and retell information  S4 Ask and answer questions using where  S5 Sequence events based on information in the text  S6 Write short phrases and sentences and draw pictures based on details in the text	

*(CC.1.4.K.G)*

- Narrative
  - **Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.**

*(CC.1.4.K.M)*

- Presentation of Knowledge and Ideas - Purpose, Audience, and Task
  - **Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.** *(CC.1.5.K.D)*

- Conventions of Standard English
  - **Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.**

*(CC.1.5.K.G)*

◦ *History: K*

- Impact of Continuity and Change on US History
  - **Demonstrate an understanding of time order.** *(8.3.K.C)*

# Gr K-CKLA Knowledge 11 Taking Care of the Earth

	<b>Duration:</b> 10.0 Day(s)	<b>Grade(s):</b> K <b>Subject(s):</b> English Language Arts <b>Course(s):</b> English Language Arts w/ Integrated Science & Social Studies, Kindergarten
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## Unit Focus

Students are introduced to the importance of environmental awareness and conservation as they become familiar with the earth's natural resources and how people's actions affect the environment.

## Stage 1: Learning Goals

Established Goals	Transfer		
<b>Standards</b> <ul style="list-style-type: none"> <li>• Pennsylvania Core Standards               <ul style="list-style-type: none"> <li>◦ <i>English Language Arts: K</i> <ul style="list-style-type: none"> <li>▪ Key Ideas and Details - Text Analysis (B)                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, answer questions about key details in a text. (CC.1.2.K.B)</b></li> </ul> </li> <li>▪ Key Ideas and Details - Text Analysis (C)                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text. (CC.1.2.K.C)</b></li> </ul> </li> <li>▪ Informative/Explanatory                   <ul style="list-style-type: none"> <li>▪ <b>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. (CC.1.4.K.A)</b></li> </ul> </li> <li>▪ Informative/Explanatory - Focus                   <ul style="list-style-type: none"> <li>▪ <b>Use a combination of drawing, dictating, and writing to focus on one specific topic. (CC.1.4.K.B)</b></li> </ul> </li> <li>▪ Technology and Publication                   <ul style="list-style-type: none"> <li>▪ <b>With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. (CC.1.4.K.U)</b></li> </ul> </li> <li>▪ Conducting Research                   <ul style="list-style-type: none"> <li>▪ <b>Participate in individual or shared research projects on a topic of interest. (CC.1.4.K.V)</b></li> </ul> </li> </ul> </li> </ul> </li> <li>• Pennsylvania STEELS               <ul style="list-style-type: none"> <li>◦ <i>Earth and Space Science: K-12</i> <ul style="list-style-type: none"> <li>▪ Human Impact on Earth Systems                   <ul style="list-style-type: none"> <li>▪ Communicate solutions that will reduce</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Long-Term Transfer Goals		
	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>		
	Meaning		
	Understandings	Essential Questions	
	<i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i>	<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i>	
	U1 People's actions affect the environment in which we live. U2 Earth's natural resources include land, water, and air. U3 The best way to conserve Earth's resources is to practice the three Rs of conservation—reduce, reuse, and recycle.	Q1 How do people affect the environment?	
Acquisition of Knowledge & Skill			
Knowledge	Skills		
<i>What facts and basic concepts should students know and be able to recall? Students will know...</i>	<i>What discrete skills and processes should students be able to use? Students will be skilled at...</i>		
K1 Basic knowledge of how to care for the Earth	S1 Demonstrate understanding of key vocabulary. S2 Orally describe details from informational text S3 Use a graphic organizer to organize and retell information S4 Sequence events based on information in the text S5 Write short phrases and sentences and draw pictures based on details in the text S6 Create a class book about solutions to environmental problems		

- the impact of humans on the land, water, air, and/or other living things in the local environment. *(3.3.K.E)*
- *Environmental Literacy & Sustainability: K-12*
  - Agricultural and Environmental Systems and Resources Agricultural Systems
    - Categorize ways people harvest, re-distribute, and use natural resources *(3.4.K-2.A)*
- *Technology & Engineering: K-12*
  - Applying, Maintaining, and Assessing Technological Products and Systems Impacts of Technology Influence of Society on Technological Development
    - Identify and use everyday symbols *(3.5.K-2.A)*
    - Explain ways that technology helps with everyday tasks *(3.5.K-2.C)*
    - Select ways to reduce, reuse, and recycle resources in daily life. *(3.5.K-2.D)*
    - Explore how technologies are developed to meet individual and societal needs and wants. *(3.5.K-2.L)*
  - Design and Design Thinking in Technology and Engineering Education
    - Demonstrate essential skills of the engineering design process. *(3.5.K-2.M)*
    - Apply skills necessary for making in design. *(3.5.K-2.Q)*
    - Draw connections between technology and human experiences. *(3.5.K-2.R)*
  - Nature and Characteristics of Technology and Engineering Core Concepts of Technology and Engineering History of Technology
    - Demonstrate that creating can be done by anyone. *(3.5.K-2.AA)*
    - Compare the natural world and human-made world. *(3.5.K-2.BB)*