

## Gr K-CKLA Knowledge 02 The Five Senses

**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 explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing.

### 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 - 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> <li>▪ Craft and Structure - Vocabulary                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, ask and answer questions about unknown words in a text. (CC.1.2.K.F)</b></li> </ul> </li> <li>▪ Integration of Knowledge and Ideas - Diverse Media                   <ul style="list-style-type: none"> <li>▪ <b>Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)</b></li> </ul> </li> <li>▪ Integration of Knowledge and Ideas - Analysis Across Texts                   <ul style="list-style-type: none"> <li>▪ <b>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)</b></li> </ul> </li> <li>▪ Range of Reading</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 Everything we know about the world comes through our five senses.  U2 Each sense uses a unique body part to take in information.  U3 Conducting observations and using language to describe those observations are key skills in the scientific process.	<i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i>  Q1 How do we use our five senses to navigate the world?	
Acquisition of Knowledge & Skill			
Knowledge	Skills		

- **Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)**
  - Vocabulary Acquisition and Use - Strategies
    - **Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. (CC.1.3.K.I)**
  - Vocabulary Acquisition and Use
    - **Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. (CC.1.3.K.J)**
  - 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)**
- Pennsylvania STEELS
    - *Life Science: K-12*
      - Structure and Function
        - Use materials to design a solution to a human problem by mimicking how plants

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

K1 Basic understanding of the five senses

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

- S1 Demonstrate understanding of key vocabulary
- S2 Use graphic organizers to categorize and sort information about the senses
- S3 Create timelines recording important events in the lives of Helen Keller and Ray Charles
- S4 Write and draw information detailing each of the five senses

and/or animals use their external parts to help them survive, grow, and meet their needs (3.1.1.A)

- Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (3.1.4.A)

○ *Physical Science: K-12*

- Structure and Properties of Matter
  - Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. (3.2.2.A)

○ *Technology & Engineering: K-12*

- Design and Design Thinking in Technology and Engineering Education
  - Analyze how things work (3.5.K-2.N)

# Gr K-CKLA Knowledge 04 Plants

**Duration:** 12.0 Lesson(s)

**Grade(s):** K

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

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

## Unit Focus

Read-Aloud texts introduce students to the parts of plants and how they grow. Students gain a basic knowledge of ecology and the interdependence of all living things.

## 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>▪ Integration of Knowledge and Ideas - Diverse Media                   <ul style="list-style-type: none"> <li>▪ <b>Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)</b></li> </ul> </li> <li>▪ Integration of Knowledge and Ideas - Analysis Across Texts                   <ul style="list-style-type: none"> <li>▪ <b>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)</b></li> </ul> </li> <li>▪ Range of Reading                   <ul style="list-style-type: none"> <li>▪ <b>Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)</b></li> </ul> </li> <li>▪ Key Ideas and Details - Theme                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, retell familiar stories including key details. (CC.1.3.K.A)</b></li> </ul> </li> <li>▪ Key Ideas and Details - Text Analysis                   <ul style="list-style-type: none"> <li>▪ <b>Answer questions about key details in a text. (CC.1.3.K.B)</b></li> </ul> </li> <li>▪ Key Ideas and Details - Literary Elements                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, identify characters, settings, and major events in a story. (CC.1.3.K.C)</b></li> </ul> </li> <li>▪ Craft and Structure - Text Structure                   <ul style="list-style-type: none"> <li>▪ <b>Recognize common types of text. (CC.1.3.K.E)</b></li> </ul> </li> </ul> </li> </ul> </li> <li>• Pennsylvania STEELS</li> </ul>	<b>Long-Term Transfer Goals</b>	
	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	<b>Meaning</b>	
	<b>Understandings</b>	<b>Essential Questions</b>
	<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 All living things are interconnected. U2 Plants make up one kingdom in the scientific system that classifies different living things. U3 There are over 350,000 species of plants on earth. U4 Plants need basic things to stay alive and grow. U5 Plants have life cycles, like other living things.	Q1 How do plants contribute to our ecosystem?
<b>Acquisition of Knowledge &amp; Skill</b>		
<b>Knowledge</b>	<b>Skills</b>	

- *Earth and Space Science: K-12*
  - Biogeology
    - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. *(3.3.K.B)*
- *Life Science: K-12*
  - Structure and Function
    - Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs *(3.1.1.A)*
  - Growth and Development of Organisms
    - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. *(3.1.1.B)*
  - Organization for Matter and Energy Flow in Organisms
    - Use observations to describe patterns of what plants and animals (including humans) need to survive. *(3.1.K.A)*
  - Interdependent Relationships in Ecosystems
    - Plan and conduct an investigation to determine if plants need sunlight and water to grow. *(3.1.2.A)*
    - Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants *(3.1.2.B)*

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

K1 Basic understanding of plants

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

- S1 Demonstrate understanding of key vocabulary
- S2 Compare and contrast characters plants and plant parts using a graphic organizer
- S3 Orally describe plants, plant parts, and life cycles
- S4 Describe characters, setting, and plot from different stories
- S5 Write and draw information from the text

## Gr K-CKLA Knowledge 05 Farms

**Duration:** 9.0 Lesson(s)

**Grade(s):** K

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

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

### Unit Focus

Students learn about the importance of farms as a source of food and other products. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things.

### 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>◦ English Language Arts: K                   <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> <li>▪ Craft and Structure - Vocabulary                       <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, ask and answer questions about unknown words in a text. (CC.1.2.K.F)</b></li> </ul> </li> <li>▪ Integration of Knowledge and Ideas - Diverse Media                       <ul style="list-style-type: none"> <li>▪ <b>Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)</b></li> </ul> </li> <li>▪ Range of Reading                       <ul style="list-style-type: none"> <li>▪ <b>Actively engage in group reading activities with purpose and understanding. (CC.1.2.K.L)</b></li> </ul> </li> <li>▪ Key Ideas and Details - Theme                       <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, retell familiar stories including key details. (CC.1.3.K.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
	<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 Students draw on information gained in the Plants domain to understand what plants and animals need to grow.</li> <li>U2 Farms are an important source of food and other products people use.</li> <li>U3 The classic story “The Little Red Hen” describes the seasonal rhythm of planting, growing, and harvesting.</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 are farms important to my community?</li> </ul>
	Acquisition of Knowledge & Skill	
Knowledge	Skills	
<i>What facts and basic concepts should students know and be able to recall? Students will know...</i> <ul style="list-style-type: none"> <li>K1 Demonstrate understanding of key vocabulary</li> <li>K2 Choose the best word to describe what is happening in images</li> <li>K3 Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets</li> <li>K4 Sequence events in an informational and literary text</li> <li>K5 Write and draw information from the text about animals, farm jobs, and seasons.</li> </ul>	<i>What discrete skills and processes should students be able to use? Students will be skilled at...</i>	

- 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 - Text Structure
  - **Recognize common types of text. (CC.1.3.K.E)**
- Craft and Structure - Vocabulary
  - **Ask and answer questions about unknown words in a text. (CC.1.3.K.F)**
- 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)**
- 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 - 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)**
- Pennsylvania STEELS
  - *Life Science: K-12*
    - Growth and Development of Organisms
      - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. (3.1.1.B)
    - Organization for Matter and Energy Flow in Organisms
      - Use observations to describe patterns of what plants and animals (including humans) need to survive. (3.1.K.A)
    - Inheritance of Traits
      - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. (3.1.1.C)
  - *Technology & Engineering: K-12*
    - Applying, Maintaining, and Assessing Technological Products and Systems
      - Impacts of Technology Influence of Society on Technological Development
        - Explain ways that technology helps with everyday tasks (3.5.K-2.C)
        - Explain the tools and techniques that people use to help them do things. (3.5.K-2.G)



# Gr K-CKLA Knowledge 08 Seasons and Weather

**Duration:** 9.0 Lesson(s)

**Grade(s):** K

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

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

## Unit Focus

An introduction to weather and the seasons, students learn that regions of Earth experience different characteristic weather patterns throughout the year.

## 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 - 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> <li>▪ Craft and Structure - Vocabulary                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, ask and answer questions about unknown words in a text. (CC.1.2.K.F)</b></li> </ul> </li> <li>▪ Integration of Knowledge and Ideas - Diverse Media                   <ul style="list-style-type: none"> <li>▪ <b>Answers questions to describe the relationship between illustrations and the text in which they appear. (CC.1.2.K.G)</b></li> </ul> </li> <li>▪ Integration of Knowledge and Ideas - Evaluating Arguments                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support, identify the reasons an author gives to support points in a text. (CC.1.2.K.H)</b></li> </ul> </li> <li>▪ Integration of Knowledge and Ideas - Analysis Across Texts                   <ul style="list-style-type: none"> <li>▪ <b>With prompting and support,</b></li> </ul> </li> </ul> </li> </ul> </li> </ul>	<b>Long-Term Transfer Goals</b>		
	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>		
	<b>Meaning</b>		
	<b>Understandings</b>	<b>Essential Questions</b>	
	<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 Different regions of the Earth experience different weather patterns throughout the year.  U2 Weather patterns in the year are called seasons: winter, spring, summer, and fall.  U3 Knowing about the weather is important to our daily lives and activities.	Q1 How are seasons and weather pattern related?	
<b>Acquisition of Knowledge &amp; Skill</b>			
<b>Knowledge</b>	<b>Skills</b>		

**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 - 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)**
- Craft and Structure - Vocabulary
  - **Ask and answer questions about unknown words in a text. (CC.1.3.K.F)**
- 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 - Purpose, Audience, and Task
  - **Share stories, familiar experiences,**

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

K1 Basic understanding of seasons and weather

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

- S1 Demonstrate understanding of key vocabulary
- S2 Orally describe details from informational and literary text
- S3 Ask and answer questions using who
- S4 Draw and sequence the seasons of the year
- S5 Use information from the text to draw a picture explaining how to stay safe during a storm
- S6 Record information in a weather diary and present a weather report

**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)**
- Pennsylvania STEELS
  - *Earth and Space Science: K-12*
    - The Universe and Its Stars
      - Use observations of the sun, moon, and stars to describe patterns that can be predicted. (3.3.1.A)
    - Earth and the Solar System
      - Make observations at different times of year to relate the amount of daylight to the time of year (3.3.1.B)
    - Weather and Climate
      - Use and share observations of local weather conditions to describe patterns over time. (3.3.K.A)
      - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (3.3.3.A)
      - Obtain and combine information to describe climates in different regions of the world. (3.3.3.B)
    - Natural Hazards
      - Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (3.3.K.D)
    - Human Impact on Earth Systems
      - Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (3.3.K.E)
  - *Physical Science: K-12*
    - Conservation of Energy and Energy Transfer
      - Make observations to determine the effect of sunlight on Earth's surface. (3.2.K.C)

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

**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 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>	<b>Long-Term Transfer Goals</b>	
	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	<b>Meaning</b>	
	<b>Understandings</b>	<b>Essential Questions</b>
	<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?
	<b>Acquisition of Knowledge &amp; Skill</b>	
<b>Knowledge</b>	<b>Skills</b>	
<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)*