

UNITS	SCHOOL ENVIRONMENT	ALL ABOUT ME AND MY BODY	WEATHER AROUND US	STRUCTURE AND FUNCTION
TIMELINE	3 WEEKS	6 WEEKS	6 WEEKS	6 WEEKS
PLTW/ NGSS / SOC.STUDIES	Students will apply school rules and understand how rules are ment to keep them safe.	Structure and Function: Human Body They examine major structures, or organs, within the body and investigate how the structure of each organ is related to its function. Once students establish an understanding of basic structure and function in the body, they take a deeper look at the functions of bone.	Weather and how it affects us Students use and share observations of local weather conditions to describe patterns over time.	Exploring Design They explore structure and function by identifying products around them designed by engineers, asking questions engineers might ask as they design products, and determining the structure and function of items. Working in small groups, students design, build, and test a structure from available materials to withstand a force. Students apply newly acquired knowledge and skills as they utilize the design process to design, sketch, build, test, and reflect on a new tool design.
ESSENTIAL UNDERSTANDINGS	Understand the purpose for rules. There are different rules and expectations in every setting. Learning Rules is important to function well in a setting.	Students will understand the everyone is unique and that's ok. Students will understand the relationship between structure and function in the human body.	Weather impacts humans no matter where you are. People can design and create structures to lessen the impact of weather. Weather conditions occus in patterns over time.	Questions must be asked to clearly understand a problem. Stable structures have common attributess. Students discover the design process and how engineers influence their lives.
	SOCIAL STUDIES/SCIENCE	SOCIAL STUDIES	SCIENCE	SCIENCE
SOCIAL STUDIES & SCIENCE STANDARDS	4.1.1 understands and creates timelines to show personal events in a sequential manner.	1.1.1 Understand the key ideas of justice and fairness in the context of the classroom.	K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.	K-2.ETS1-1 Ask questions, make observations, and gather information about a situation people want to change.
	5.1.1 Undersands ones point of view.	1.1.2 Applies the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.	K-PS3-1 Make observations to determine the effect of sunlight on Earth's surface.	K-2.ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it's function as needed to solve a problem.
	5.3.1 States own view points and listens to view points of others	1.2.1 Remembers who the people are that make and impliment the rules in a school.	K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	

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	5.4.1 Retells and explains personal history.	5.1.2 Evaluates the fairness of ones point of view	K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	
		5.2.1 Understands how to ask questions about the school community and classroom.		
READING STRATEGIES (Matched to CCSS)	Schema	RL.K.7 Making Connections	Predicting	
	Visualization	RL.K.1 & RL.K.4 Asking Questions	Confirming	
READING SKILLS (Matched to CCSS)	Sequencing	RL.K.2 Retell		Reality vs. Fantasy
	Green / Orange Toolkit	Orange / Yellow Toolkit	red	Classify and Categorize

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LITERATURE CCSS	RL.K.2 Retell stories with key details P/S	RL.K.1 Q/A about key details P/S	RL.K.4 Q/A anout unknown words	RL.K.7 Describe the relationship between illustrations and respective stories. P/S
	RL.K.5 Recognize common text types. (story books	RL.K.3 ID Character, setting, major events P/S		
		RL.K.6 Author/Illustrators and roles		
INFORMATIONCCSS	RI.K.2 Identify main topic and retell key details. P/S	RI.K.1 Q/A about key details in a text P/S	RI.K.3 Discribe the connection between two individuals, events, places, ideas, or pieces of information. P/S	RI.K.7 Describe the relationship between illustrations and respective stories. P/S
	RI.K.5 Identify front and back covers and the title page.	RI.K.6 Author/Illustrators and roles	RI.K.4 Q/A about unknown words	RI.K.8 Identify a reason an author gives to support points in a text. P/S
FOUNDATION SKILLS CCSS	RF.K.1 Organization of print	RF.K.1 Organization of print	RF.K.1 Organization of print	RF.K.1 Organization of print
	RF.K.2 Phonemic Awareness	RF.K.2 Phonemic Awareness	RF.K.2 Phonemic Awareness	RF.K.2 Phonemic Awareness
		RF.K.3 Phonics and word recognition	RF.K.3 Phonics and word recognition	RF.K.3 Phonics and word recognition

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			RF.K.4 Read emergent reader text with purpose and	RF.K.4 Read emergent reader text with purpose and understanding
SPEAKING AND LISTENING CCSS SPEAKING AND LISTENING	SL.K.4 Describe familiar people, places,	SL.K.1.A Follow agreed upon rules for discussions e.g. listening & taking turns	SL.K.3 Q/A in order to seek help, get information or clarify. (Show Knowledge)	SL.K.5 Add drawings or other visual displays to descriptions to provide added details.
	or events using details. P/S	SL.K.2 Q/A to confirm, clarify, or show knowledge about text or media.	SL.K.2 Q/A to confirm, clarify, or show knowledge about text	
	SL.K.6 Speak audibly and express thoughts, feeling,	(Related standards RL.K 1 &4; RI.K.1&4; SL.K.3)	(Related standards RL.K 1 &4; RI.K.1&4; SL.K.3)	
DM	Narrative Writing	Narrative Writing	Opinion Writing	Opinion Wrting
WRITING CCSS	W.K.6 Explore digital tools to produce and publish writing including collaboration with peers. G/S	W.K.1 Compose opinion piece that tells a topic or a book and their opinion. D.D.W	W.K.2 Compose informative or explanatory text by naming the topic and providing information. D.D.W	W.K.3 Narrate a single event or several linked events. Tell in order and provide a reaction to what happened. D.D.W
		W.K.8 Recall information from experiences or gather from provided sources to answer questions. G/S		

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LANGUAGE CCSS	L.K.1A Write upper and lowercase letters	L.K.1.C Form regular plural nouns	L.K.1.E Use frequent prepositions.	L.K.5.B Demonstrate understanding of verbs and adjectives be relating to antonyms.
	L.K.1B Use frequent nouns and verbs	L.K.1.D Understand and use question words (who, what, when, etc...)	L.K.1.F Produce and expand complete sentences.	L.K.5.C Identify connections between words and use.
	L.K.6 Use language acquired through reading, convention, and responding to text.	L.K.5.D Understands shades of meaning amoung verbs that describe the same general action. (Strut, walk, march)	L.K.4.A Indentify new word meaning and apply. Eg. "duck" is an animal, discovered it also means to lower your head and shoulders.	L.K.5.D Spell simple words phonetically.
			L.K.5.A Sort objects to gain a sense of concepts the catergories represent.	L.K.2.D Spell words phonetically drawing on knowledge of sound-letter relationships.
ASSESSMENTS	FORMATIVE: Kinder Assessm	FORMATIVE: Kinder Assessment	ONGOING: Launch Log, WaKids,	SUMMATIVE: Check for understanding

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TIMELINE	6 WEEKS	6 WEEKS
PLTW/ NGSS / SOC.STUDIES	<p>Pushes and Pulls, forces of motion Students will explore pushes and pulls found in their everyday world such as pushing a friend on a swing or pulling a wagon. Students are challenged to refine a design and successfully solve a problem, and they reflect on the effect of modifying the strength or direction of a force.</p>	<p>Animals and Algorithms Students explore the nature of computers and the ways in which humans control and use technology. Starting with a computer-free activity, students learn about the sequential nature of computer programs. Students apply this knowledge to the domain of science when they design a simple algorithm about an animal in its habitat. Using an age-appropriate programming environment, students use their newly developed programming skills to turn their algorithm into a short animation. Through this work, students come to understand that computing is a collaborative activity that can be used to create digital artifacts pertaining to any area of interest</p>
ESSENTIAL UNDERSTANDINGS	<p>There are multiple ways to solve problems. Some work better than others. Testing is necessary to know the pros and cons of materials, directions of strengths Students investigate different pushes and pulls on the motion of an object and develop knowledge and skills related to forces of differing strengths and directions.</p>	<p>Plants and animals depend upon each other for life. Plants and animals require unique environments & can adapt when necessary within those environments. Life cycles perpetuate the life in an ecosystem.</p>
	SCIENCE	SCIENCE/ COMPUTER SCIENCE
SOCIAL STUDIES & SCIENCE STANDARDS	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes.	K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.
	K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object.	K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change their environment to meet their needs.
	K-2. EST1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and their environment.

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		<p>K-ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and or other living things in the local environment.</p>
		<p>CSTA.1 Introduce the fundamental concepts of computer science to all students, beginning at the elementary school level.</p>
READING STRATEGIES (Matched to CCSS)		
READING SKILLS (Matched to CCSS)	RL.K.7 & RL.K.9 Draw Conclusions	Cause and Effect

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LITERATURE CCSS	<p>RL.K.9 Compare and contrast adventures and experiences of characters in familiar stories P/S</p>	
INFORMATIONCCSS	<p>RI.K.7 Describe the relationship between illustrations and respective stories. P/S</p>	<p>RI.K.9 Identify basic similarities and differences between two texts on the same topic. P/S</p>
		<p>RI.K.7 Describe the relationship between illustrations and respective stories. P/S</p>
FOUNDATION SKILLS CCSS	<p>RF.K.1 Organization of print</p>	<p>RF.K.1 Organization of print</p>
	<p>RF.K.2 Phonemic Awareness</p>	<p>RF.K.2 Phonemic Awareness</p>
	<p>RF.K.3 Phonics and word recognition</p>	<p>RF.K.3 Phonics and word recognition</p>

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	RF.K.4 Read emergent reader text with purpose and understanding	RF.K.4 Read emergent reader text with purpose and understanding
SPEAKING AND LISTENING CCSS SPEAKING AND LISTENING	SL.K.1.B Continue conversations through multiple exchanges.	SL.K.5 Add drawings or other visual displays to descriptions to provide added details.
DM	Informational Writing	Informational Writing
WRITING CCSS	W.K.5 Respond to questions and suggestions from peers and add details to strengthen writing as needed. G/S	
	W.K.7 Participate in shared research projects. Eg. Author study and opinions	

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LANGUAGE CCSS	L.K.2.A Capitalize the first word in a sentence and the pronoun I.	
	L.K.2.B Recognize and name end punctuation.	
	L.K.2.C Write letter(s) for consonant and short vowel sounds	
	L.K.4.B Use inflections and affixes to figure meaning. Un_, pre_, _ed, _less, etc...	L.K.2.D Spell words phonetically drawing on knowledge of sound-letter relationships.
ASSESSMENTS		