

Kindergarten

Unit3a: Ecosystems - Animals

Duration: 4 weeks (April/May)

Unit 3b: Ecosystems - Plants

Durating: 4 weeks (May/June)

Desired Results		
<p>Performance Expectations(standards):</p> <p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]</p> <p>K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]</p> <p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that</p>	Transfer	
	<p><i>Meaning</i></p> <p>ENDURING UNDERSTANDINGS: Crosscutting Concepts</p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> • Patterns in the natural and human designed world can be observed and used as evidence. • Events have causes that generate observable patterns. • Systems in the natural and designed world have parts that work together. • Animal behaviors follow patterns including seeking out food to survive. • Plants, animals, and their surroundings make up a system as parts that work together. • All plants have survival needs. • There is a cause and effect relationship between the changes people make to their environment and the impact it has on other living things that share their habitat. 	
	Meaning	
	<p><i>Acquisition</i></p> <p>Disciplinary Core Ideas</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) 	<p>Science and Engineering Practices</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Use a model to represent relationships in the natural world. (K-ESS3-1) • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)

<p>deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]</p> <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. [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]</p>	<ul style="list-style-type: none"> Plants and animals can change their environment. (K-ESS2-2) Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1) Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3) Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (secondary to K-ESS3-3) 	<ul style="list-style-type: none"> Construct an argument with evidence to support a claim. (K-ESS2-2) Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3) Scientists look for patterns and order when making observations about the world. (K-LS1-1)
<h2>Evidence</h2>		
<p>Evaluation Criteria</p>	<p>Assessment Evidence</p>	
<p>Resources:</p> <ul style="list-style-type: none"> Tara West Kinder Science Unit 1 Little Thinkers Science Unit 4 - Plants Little Thinkers Science Unit 5 - Animals Mystery Science “Plant and Animal Secrets” 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> Gummy worm vs Earthworm (optional task) Classroom Recycling Program Plant Needs Activity <p>Mystery Science Activities</p>	

<ul style="list-style-type: none">• KinderLiteracy Earth Day Unit	
	OTHER EVIDENCE: <ul style="list-style-type: none">• Butterfly Lifecycle• Living/Nonliving Sorting• Plant Unit Test
Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	