

Grade K

Unit 3: Plants and Animals

New Jersey Student Learning Standards

Established 2016-2017

Revised 2018-2019

Revised 2019-2020

Revised 2020-2021

Revised 2022-2023

Marking Period	Unit Title	Recommended Instructional Days
Trimester 2	Plants and Animals	38-40 Days
NJSL - Science: <i>Title</i>	NJSL - Science: <i>Performance Expectations</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S within Unit
From Molecules to Organisms: Structures and Processes Plants and Animals	<p>K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>K-LS1.C: 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.</p> <p>K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS3.B: Living things need water, air and resources from land, and they live in places that have the things they need. Humans use natural resources for everything they do.</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.</p>	
FOUNDATION Disciplinary: <i>Core Idea</i>	FOUNDATION Disciplinary: <i>Statement</i>	

<p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <p>K-ESS3-1: Natural Resources</p> <p>ESS2.E: Biogeology</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) 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) Plants and animals can change their environment. (K-ESS2-2) 	<p><u>Essential Question/s:</u></p> <p>What Do Plants Need? What Do Animals Need? Where Do Plants and Animals Live? How Do Plants and Animals Change Their Environment?</p> <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> Use observations to describe patterns of what plants and animals need to survive. Analyze data by collecting, recording, and sharing observations. Use a model to show the relationship between the needs of different plants or animals and the places they live. Use patterns as evidence to support claims. Construct an argument supported by evidence for how plants and animals change the environment to survive. <p><u>Activities:</u></p> <ul style="list-style-type: none"> Scavenger Hunts (PE) Nature Walks - (PE) “What Plants Need?” - (ART/MA) “Pill Bug Home” - (ART/MA) “Where Plants Live?” (ELA/MA) Engineer It - Plan a Park (MA/Art/ELA) Earthworm Mania (MA) Leveled Readers (ELA) <p>Interdisciplinary Connections: Content: ;NJSLS#:</p>
<p>FOUNDATION Science and Engineering Practices: <i>Core Idea</i></p>	<p>FOUNDATION Science and Engineering Practices: <i>Statement</i></p>	
<p>Analyzing and Interpreting Data</p>	<p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)</p>	

<p>Developing and Using Models</p> <p>Engaging in Argument from Evidence</p>	<p>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions. Use a model to represent relationships in the natural world. (K-ESS3-1)</p> <p>Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). Construct an argument with evidence to support a claim. (K-ESS2-2)</p>	<p>Connections to Math:</p> <p>K.MD.A.2.: Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference.</p> <p>K.G.A.2: Correctly name shapes regardless of their orientations or overall size MP.2: Reason abstractly and quantitatively</p> <p>MP.4: Model with Mathematics</p> <p>Connections to ELA:</p> <p>W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p> <p>SL.K.5: Add drawings...to descriptions as desired to provide additional details</p>
<p>FOUNDATION Crosscutting Concepts: <i>Core Idea</i></p>	<p>FOUNDATION Crosscutting Concepts: <i>Statement</i></p>	
<ul style="list-style-type: none"> ● Patterns ● Scientific Knowledge is Based on Empirical Evidence ● Systems and Models 	<ul style="list-style-type: none"> ● Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1) ● Scientists look for patterns and order when making observations about the world. (K-LS1-1) 	

	<ul style="list-style-type: none"> • Systems in the natural and designed world have parts that work together. (K-ESS3-1) (K-ESS2-2) 	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> • Responsible Decision-Making • Relationship Skills • Self-Management • Social Awareness • Self Awareness 	<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Utilize positive communication and social skills to interact effectively with others • Recognize the skills needed to establish and achieve personal and educational goals • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Recognize the importance of self-confidence in handling daily tasks and challenges. 	

Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> - Interactive Worktext, Apply What You Know (scoring rubrics attached), Lesson Check, and Self-Check 		Benchmarks: <ul style="list-style-type: none"> Unit Test Summative Assessments: <ul style="list-style-type: none"> Lesson Quiz, Interactive Worktext 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> Workbook Leveled Readers Hands-on Activities Interactive Worktext 	<ul style="list-style-type: none"> Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments 	<ul style="list-style-type: none"> Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric. 	<ul style="list-style-type: none"> Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

	and/or rubrics, repeat instructions as needed.		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • HMH Co. Interactive Site • You Solve It! <p>Other:</p> <ul style="list-style-type: none"> • Career Education: Architect, Contractor, Structural Engineer, Toy Engineer, Robot Engineer • Spotlight on Scientist: Dr. Norma Alcantar 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Large group instruction • Small group instruction • Think Pair Share • Cooperative group work • Multimedia presentations • K-W-L • Manipulatives • Leveled Readers 	<ul style="list-style-type: none"> • Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, 	<ul style="list-style-type: none"> • Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric. 	<ul style="list-style-type: none"> • Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

	provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Creativity & Innovation/Critical Thinking & Problem Solving / Technology Literacy		
	Core Ideas:	<ul style="list-style-type: none"> Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product. 	
	Performance Expectation/s:	<ul style="list-style-type: none"> 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2). 	
	Career Readiness, Life Literacies & Key Skill Practices		
	<ul style="list-style-type: none"> Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 		

New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
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