

Grade K

Unit 5: Weather

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 3	Weather	38-40 days
NJSLS - Science: Title	NJSLS - Science: Performance Expectations	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-S within Unit
Earth's Systems	<p>K-ESS-2-1 Use and share observations of local weather conditions to describe weather patterns over time</p> <p>K-ESS2-2 Construct and argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	
FOUNDATION Disciplinary: Core Idea	FOUNDATION Disciplinary: Statement	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● How can we observe weather patterns? ● How can we measure weather? ● What are the types of severe weather? ● How can forecasts help us? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Observing and describing different types of weather patterns over time ● Collect, record, and share observations about the weather and the patterns they observe ● Measuring weather in order to identify local weather ● Using pictures and text to describe weather patterns ● Make connections of changes in the weather and climate in your area ● Make connections about climate change, localized effects of climate change, unpredictable weather changes, and effects of climate and weather
<p>ESS2.D Weather and Climate</p> <p>ESS2.E Biogeology</p> <p>ESS.3.C Human Impacts on Earth System</p>	<ul style="list-style-type: none"> ● Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time (K-ESS2-1) ● Plants and animals can change their environment (K-ESS2-2) ● 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 livings (K-ESS2-2) 	
FOUNDATION Science and Engineering Practices: Core Idea	FOUNDATION Science and Engineering Practices: Statement	

<ul style="list-style-type: none"> Analyzing and Interpreting Data Engaging in Argument from Evidence 	<ul style="list-style-type: none"> Use observations to describe weather patterns in the natural worlds in order to answer scientific questions Construct an argument with evidence to support a claim Ask questions based on observations to find more information about the designed world Use a model to represent relationships in the natural world Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas 	<ul style="list-style-type: none"> Identify ways heatwaves and droughts hurt food security <p><i>Suggested Activities:</i></p> <ul style="list-style-type: none"> “Observing Patterns in Weather” “Measuring Weather with Tools” “Model Thunder” “Plan a Severe Weather Safety Kit” “Changing Temperatures” Leveled Readers Youtube Songs for topics <p>Interdisciplinary Connections: Content: [NJSLS]</p> <p><u>Connections to ELA</u> RI.K.1 With prompting and support, ask and answer questions about key details in a text W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic W.K.7 Participate in shared research and writing projects SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail</p> <p><u>Connections to Math</u> MP.2 Reason abstractly and quantitatively MP.4 Model with mathematics K.CC.A Know number names and the count sequence K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object</p>
<p align="center">FOUNDATION Crosscutting Concepts: <i>Core Idea</i></p>	<p align="center">FOUNDATION Crosscutting Concepts: <i>Statement</i></p>	
<ul style="list-style-type: none"> Patterns Systems and System Models Science Knowledge is Based on Empirical Evidence 	<ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. Systems in the natural and designed world have parts that work together Scientists look for patterns and order when making observations about the world 	
<p align="center">Social and Emotional Learning: <i>Competencies</i></p>	<p align="center">Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> Responsible Decision-Making Relationship Skills 	<ul style="list-style-type: none"> Develop, implement, and model effective problem-solving and critical thinking skills Identify the consequences associated with one’s actions in order to make constructive choices 	

	<ul style="list-style-type: none"> Identify who, when, where, or how to seek help for oneself or others when needed 	K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count	
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"> Unit Pretest Interactive Worktext Apply What You Know Lesson Check Self Check 		Benchmarks: <ul style="list-style-type: none"> District Assessments/ 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 IEP/504/At-Risk/ESL	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 and/or rubrics, repeat instructions as needed. 	<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.
Supplemental Resources			
Technology: <ul style="list-style-type: none"> HMH Co. Interactive Site You Solve It Simulations 			

Other: <ul style="list-style-type: none"> ● Career Education: Meteorologist, Climatologist, Environmental Scientist ● Spot Light On Scientist: June Bacon-Bercey, Dr. Warren Washington, George Washington Carver 			
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, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed. 	<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.

	Disciplinary Concept: Career Awareness & Planning, Creativity & Innovation, Critical Thinking & Problem Solving, Technology Literacy	
	Core Ideas:	<ul style="list-style-type: none"> ● Different types of jobs require different knowledge and skills. ● Brainstorming can create new, innovative ideas. ● Critical thinkers must first identify a problem then develop a plan to

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS		<p>address it to effectively solve the problem.</p> <ul style="list-style-type: none"> • 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"> • 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job • 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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