

Grade K

Unit 6: Earth's Resources

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	Earth's Resources	18-20 Days
NJSLS - Science: <i>Title</i>	NJSLS - Science: <i>Performance Expectations</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-S within Unit
Earth and Human Activity	<p>K-ESS3-1 Use a model to represent between the needs of different plants or animals (including humans) and the places they live</p> <p>K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather</p> <p>K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment</p>	
FOUNDATION Disciplinary: <i>Core Idea</i>	FOUNDATION Disciplinary: <i>Statement</i>	
<p>ESS3.A Natural Resources</p> <p>ESS3.B Natural Hazards</p> <p>ESS3.C Human Impacts on Earth Systems</p>	<ul style="list-style-type: none"> ● Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans are natural resources for everything they do (K-ESS3-1) ● Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the 	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● What are natural resources? ● How can we save natural resources? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Exploring natural resources including air, water, rock, and soil ● Investigate how natural resources are part of a system with parts that work together in the natural world ● Identify patterns in ways humans use natural resources to survive

	<p>communities can prepare for and respond to these events (K-ESS3-2)</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Obtain, evaluate, and communicate information about ways people use natural resources, and the impact people have on their environment • Evaluate the cause-and-effect relationship between the environment and the choices people make to reduce, reuse, and recycle • Make connections of changes in the environment, localized effects of climate change, inconsistent weather conditions, and the effects of climate and weather • Define pollution and describe how pollution affects the environment, habitats, and all living things
<p>FOUNDATION Science and Engineering Practices: <i>Core Idea</i></p>	<p>FOUNDATION Science and Engineering Practices: <i>Statement</i></p>	<p><i>Suggested Activities:</i></p> <ul style="list-style-type: none"> • Natural Resource Walk • Leveled Readers • Clean up schoolyard/park • Unit Project: Reuse a Milk Carton • Natural Parks/Forests • Recycled Art Project • Performance Task-Natural Resources as a System • Chart of localized effects of climate change
<ul style="list-style-type: none"> • Asking Questions and Defining Problems • Developing and Using Models • Obtaining, Evaluating, and Communicating Information 	<ul style="list-style-type: none"> • Asking questions based on observations to find more information about the designed world (K-ESS3-2) • Use a model to represent relationships in the natural world (K-ESS3-1) • Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world (K-ESS3-2) • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas (K-ESS3-3) 	<p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p><u>Connections to ELA:</u> W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) RI.K.1 With prompting and support, ask and answer questions about key details in a text 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 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>FOUNDATION Crosscutting Concepts: <i>Core Idea</i></p>	<p>FOUNDATION Crosscutting Concepts: <i>Statement</i></p>	

<ul style="list-style-type: none"> ● Cause and Effect ● Systems and System Models ● Interdependence of Science, Engineering, and Technology ● Influence of Engineering, Technology, and Science of Society and the Natural World 	<ul style="list-style-type: none"> ● Events have causes that generate observable patterns (K-ESS3-2) (K-ESS3-3) ● Systems in the natural and designed world have parts that work together (K-ESS3-1) ● People encounter questions about the natural world every day (K-ESS3-2) ● People depend on various technologies in their lives; human life would be very different without technology (K-ESS3-2) 	<p><u>Connections to Mathematics:</u> MP.2 Reason abstractly and quantitatively MP.4 Model with mathematics K.CC Know number names and the count sequence</p>
<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 	<ul style="list-style-type: none"> ● Develop, implement, and model effective thinking skills ● Identify the consequences associated with one's actions in order to make constructive choices ● Evaluate personal, ethical, safety, and civic impact of decisions ● Identify who, when, where, or how to seek help for oneself or others when needed 	
<p>Assessments (Formative)</p>		<p>Assessments (Summative)</p>

<i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<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 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 <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.
Supplemental Resources			
Technology: <ul style="list-style-type: none"> HMH Interactive Site You Solve It Other: <ul style="list-style-type: none"> Career Education: Recycling Center Operations, Grocery Store 			

- **Spot Light On Scientist:** Walter Lincoln Hawkins

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

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

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	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 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"> • 9.1.2.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. 	

Content Area: Science (NJSLS-S) Grades K - 12
Grade: Kindergarten

Dev. Date:
September 2020

(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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