

September 3 – November 29
Who We Are Transdisciplinary Theme

Unit 1 - Myself and Others

Central Idea: Sense of Self is shaped by experiences with family and Community

Essential Question - What makes me special and unique?

Social Studies Focus Standards –

K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. **K.2** Children, families, and communities exhibit cultural similarities and differences. **K.3** Symbols and traditions help develop a shared culture and identity within the United States. **K.4** Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.

Science Dimensions Unit 1 – Engineering and Technology & Unit 2 – Forces and Motion

Essential Questions – What does an engineer do? How Can We Use a Design Process?

What is Motion? How Can We Change the Way Things Move?

Science Focus Standards –

K-2-ETS1-1 Ask questions, make observations and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. **K-2-ETS1-3** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. **K-PS2-1** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **K-PS2-2** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Quarter 1, 2	Pacing Guide SSELA	Standards	Suggested Resources	Performance Task/Projects	Assessment
9/3 – 9/6 (3 days)	Introduction of IB Unit of Inquiry – Who We Are - Administer Pre-Assessment Science – Science Safety Rules				
9/9 - 9/13 (5 days)	Lesson1: I Am Special and Unique	SL.K.1, SL.K.2 SL.K.4, W.K.2 SS.K.1, SS. K. 2	Chrysanthemum By Kevin Henkes I Am Special (Poem)	Design a Name Tag ‘Who Am I?’ class book	Explain how your name makes you special and unique.
	Unit 1 Engineering and Technology Introduction to science/scientists and what engineers do? Vocabulary: problem, solution, engineer, technology, design process, model	K-2-ETS1-1	Rosie revere engineer https://www.youtube.com/watch?v=A4r8vTxeLcU	Make a poster about what engineers do	
9/16 – 9/20 (5 days)	Lesson 2: We Are Alike and Different	RI.K.1, SL.K.1 SL.K.4, SL.K.6 SS.K.1, SS.K.2	We Are All Alike/Different by Cheltenham Elementary Kindergarteners Odd Velvet By Mary Whitcomb	Me! Graphic Organizer ‘I Can’ class book	Explain how people are alike and different.

	<p>Lesson 1: What Does an Engineer Do? Day 1- Lesson introduction p.4 Solve a problem p. 5 Day 2- Problems and solutions p. 6- 8</p>	K-2-ETS1-1	<p>Explore Online Find out more about a problem and how to solve it.</p> <p>Explore Online Find out more about the strategies used to find a solution.</p>	<p>Hands-On Activity Engineer It - Problem and Solution p. 9-10</p>	<p>p. 5 –Complete can you solve it task. or Teacher will pose problems and ask students to turn and talk about solutions. Define problem and solution.</p>
9/23 – 9/27 (5 days)	<p>Lesson 3: My Family</p>	<p>RI.K.1, RI.K.5 W.K.3, SI.K.4 SS.K.2</p>	<p>All Families Are Different by Gordon Sol</p> <p>Bear’s Busy Family by Stella Blackstone</p>	<p>Family Portrait</p> <p>Family Tree</p>	<p>Identify members of their family.</p>
	<p>Lesson 1: What Does an Engineer Do? Day 3- Hands on problem and solution activity p. 9-10 Day 4- Engineers and Technology p. 11-12 Lesson Check p. 15</p>	K-2-ETS1-1	<p>Explore Online Find out more about asking questions.</p> <p>Explore Online Find out more about engineers and how they solve problems.</p>	<p>Draw a picture of your favorite toy and think of a question you would ask the toy engineer.</p>	<p>p. 16-17 self-check</p>
9/30 – 10/4 (3 days)	<p>Lesson 4: Families Are Alike and Different</p>	<p>RI.K.1 RI.K.5 W.K.2 SI.K.4 SS.K.1</p>	<p>Families Are Different By Nina Pellegrini</p> <p>Homes Around the World Video</p>	<p>Venn Diagram</p> <p>‘My Home’ writing craft</p>	<p>Compare the similarities and differences of families.</p>
	<p>Lesson 2 How Can We Use a Design Process? Day 1- Lesson introduction p. 18-19 Day 2- A design process p. 20-24</p>	<p>K-2-ETS1-2 K-2-ETS1-3</p>	<p>Explore Online Find out more about a ballpark needing lights.</p> <p>Explore Online Find out more about the design process.</p>	<p>Hands-On Activity Engineer It – A Design Process p. 25-26</p>	<p>p.24- share what you learned from this experiment today</p>
10/7 – 10/11 (4 days)	<p>Lesson 5: Family Roles and Responsibilities</p>	<p>RI.K.1, RI.K.5 W.K.3, SI.K.4 SS.K.1, SS.K.4</p>	<p>The Berestain Bears and a Job Well Done by Stan & Jan Berestain</p>	<p>Family Responsibility writing task</p> <p>My Helping Hands</p>	<p>List the members of your family and the roles they play.</p>
	<p>Lesson 2 How Can We Use a Design Process? Day 3- Take it further p. 27-28 Day 4- Lesson Check p. 29-31</p>	<p>K-2-ETS1-2 K-2-ETS1-3</p>	<p>Let’s Build a Fairy Bridge (Reading A-Z)</p>		<p>p. 30-91- self check</p>

10/14 – 10/18 (4 days)	Lesson 6: Family Customs and Traditions	SL.K.1, SL.K.4 W.K.8, SS.K.1 SS.K.2	Traditions, Customs & Celebrations PowerPoint Biscuit's Birthday By Alyssa Capucilli	My Favorite Family Tradition My Birthday class book	Share ways we celebrate holidays.
	Unit 1- Performance Task - Engineer It - Build an Airplane p. 32-33 (refer to rubric on p. 33) Objective: Children define a problem, develop a model and analyze data about the shape and stability of the solutions, and compare and test their designs.				
10/21 – 10/25 (5 days)	Lesson 7: Our Culture Make Us Unique	SL.K.5, RI.K.1 W.K.2, SS. K.1 SS.K.2, SS.K.3	Cultures Around the World PowerPoint	Venn Diagram	Describe family customs, traditions and celebrations. Identify similarities and differences.
	Unit 2 Forces and Motion Vocabulary: motion, speed, direction, force Lesson 1 What is Motion? Day 1- Lesson Phenomenon p.40-41 Can You Explain It? Day 2- Motion p.42-43	KPS2.1	Explore Online Find out more about pushes and pulls. Find out more about how pushes and pulls move objects.		Tell about the motion, speed and direction of objects.
10/28 – 11/1 (5 days)	Lesson 8: My Diverse Community	RI.K.1, SL.K.1 SL.K.4, SL.K.6 SS.K.1, SS.K.2	Children Just Like Me (YouTube) Colors of Us by Karen Katz	Diverse Hands Diversity web	Share how diversity helps make us special.
	Lesson 1 What is Motion? Day 3- Speed Engineer It – Make a Ramp p. 44-45 Day 4- Direction p.46 – 47	KPS2.1	Explore Online Find out more about speed. Explore Online Find out more about the directions objects move.	Hands-On Activity Engineer It – Make a Ramp p 45-46	Tell about the motion, speed and direction of objects.
11/4 – 11/8 (4 days)	Lesson 9: My Classroom Community	SL.K.1, SL.K.5 SL.K.6, W.K.2 SS.K.4, SS.K.5	Friends at School by Rochelle Bunnett All Are Welcome by Alexandra Penfold	Classroom Community Book Cross the Room game	Identify members of the classroom community and how they help us.
	Lesson 2	KPS2-1 KPS2-2	Explore Online		

	<p>How Can We Change the Way Things Move? Day 1- Lesson Problem p.54-55 Can You Solve It? Change Direction and Speed Day 2- Change Speed / Change Direction p. 56-57</p>		<p>Find out more about the speed and direction of objects</p> <p>Explore Online Find out more about how forces can change the direction objects move.</p>		
<p>11/11 – 11/15 (4 days)</p>	<p>Lesson 10: My School Community</p>	<p>RI.K.1-3, W.K.1 SL.K.2, SL.K.4 SI.K.6 SS.K.1-4</p>	<p>Book/video of Choice</p>	<p>Community Helper Book</p> <p>School Community Helper Interviews</p>	<p>Identify/name school workers and the role they play in the school community.</p>
	<p>Lesson 2 How Can We Change the Way Things Move? Day 3- Bumping p. 58 Engineer It – Pushing Objects p.59 Day 4- Take It Further p. 61- 62</p>	<p>KPS2-1 KPS2-2</p>	<p>Explore Online Find out how the push of objects colliding can change their direction.</p> <p>Explore Online Balloon Rocket Racers</p>	<p>Hands-On Activity Engineer it – Build and Test a Marble Run P 59 -60</p>	
<p>11/18 – 11/22 (4 days)</p>	<p>SSELA/IB Unit of Inquiry Summative Assessment Students will design and present an All About Me poster to explain their understanding of how they are influenced by their family and community.</p>				
	<p>Unit 2- Performance Task – Figure 8 in Motion p. 66 – 67 (refer to rubric on p. 67) Objective: Children plan and conduct an investigation in which they gather evidence to determine the effect of force used to move an object around a figure 8 course.</p>				
<p>11/25 – 11/29 (2½ days)</p>	<p>Review and Reflect</p>				

Unit 2 - How Can I Be a Good Citizen?
Essential Question – How can I be a good citizen?
Social Studies Focus Standards –

K.3 Symbols and traditions help develop a shared culture and identity within the United States. **K.4** Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. **K.5** Rules affect children and adults and people make and change rules for many reasons.

Science Dimensions Unit 3 – Plants and Animals

Essential Questions – What Do Plants Need? What Do Animals Need? Where Do Plants and Animals Live? How Do Plants and Animals Change Their Environment?

Focus Science Standards –

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. **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. **K-ESS2-2** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Quarter 2	Pacing Guide SSELA	Standards	Suggested Read-Aloud	Performance Task/Projects	Assessment
12/2 – 12/6 (5 days)	Lesson 1: What Are Rules and Why Do We Need to Follow Them? Day 1 & 2	SS.K.5	Cat and Dog at School By Rozanne Williams	Illustrate a rule that was followed in the story.	Review the difference between an agreement and a rule. Give examples
	Unit 3 Plants and Animals Vocabulary: living things, nonliving things, shelter, desert, forest, pond, ocean, environment. Lesson 1 What Do Plants Need? Day 1- Lesson Problem p. 74 – 75 Can You Solve It? What Plants Need Day 2 – Living and Nonliving Things p. 76-77	K-LS1-1	Explore Online What Plants Need Explore Online Find out more about living and nonliving things.		
12/9 – 12/13 (5 days)	Lesson 2: Making Choices Day 1, 2, 3	SS.K.4	Berenstain Bears and the Double Dare By Stan and Jan Berenstain	Verbally or Physically React to Scenarios	Explain what a choice is.
	Lesson 1 What Do Plants Need? Day 3- Sunlight, Water and Soil p.78- 79 Day 4- Air and Space to Grow p. 82-83	K-LS1-1	Explore Online Find about more about sunlight, water and soil. Explore Online Find out more about how plants need air and space to live and grow.	Hands-On Activity Plant Needs P 79 - 80	
12/16 – 12/20 (5 days)	Lesson 3: Acting the Way, We Should...Even When No One Is Watching	SS.K.4	Lilly’s Purple Plastic Purse By Kevin Henkes Strega Nona By Tomie de Paola	“I Am Responsible” Class Book	Complete page for class book.

	<p align="center">Lesson 2 What Do Animals Need?</p> <p>Day 1- Lesson Phenomenon p. 90 -91 Can You Explain It? Animal Needs Day 2- What People Need p. 92-93</p>	K-LS1-1	<p>Explore Online Raccoon getting what it needs to live and grow.</p> <p>Explore Online Find out more about what people need to live and grow.</p>		
12/23 – 1/3	Holiday Recess				
1/6 – 1/10 (5 days)	<p align="center">Lesson 4: The Symbol of Our Country</p>	SS.K.3	<p align="center">F is for Flag By Wendy Cheyette Lewison</p>	Create an American Flag	Identify colors and shapes of the American flag.
	<p align="center">Lesson 2 What Do Animals Need?</p> <p>Day 3- What Animals Need p. 94 Hands on Activity - Pill Bug Home p. 95-96 Day 4- Water and Air for Animals p. 98-99 Food for Animals p. 100</p>	K-LS1-1	<p>Explore Online Pill Bug Home</p> <p>Explore Online Find out more about how animals drink water.</p>	Hands-on Activity Pill Bug Home P 95 - 96	
1/13 - 1/17 (5 days)	<p align="center">Lesson 5: Holidays</p>	SS.K.3	World Holidays Reading A-Z	Holiday Crafts Writing Activity: I can show I care by...	Class Discussion Show and recognize acts of caring.
	<p align="center">Lesson 3 Where Do Plants and Animals Live?</p> <p>Day 1- Lesson Phenomenon p. 106-107 Can You Explain It? Living Things All Around Day 2- Deserts/Forest p. 108-110 Hands On Activity – Where Plants Live p. 111-112</p>	K-ESS3-1	<p>Explore Online Forest and the plants and animals that live there.</p> <p>Explore Online Find out more about desert plants and animals.</p>	Hands On Activity – Where Plants Live p. 111-112	
1/20 - 1/24 (4 days)	<p align="center">Lesson 6: No Animals in the Library</p>	SS.K.6	Red Light, Green Light, Mama and Me By Cari Best	Story Plot	Written Response
	<p align="center">Lesson 3 Where Do Plants and Animals Live?</p> <p>Day 3- Ponds p. 114-115 Oceans p. 116-117</p>	K-ESS3-1	<p>Explore Online Find out more about pond plants and animals.</p> <p>Explore Online</p>	Hands-On Activity Where Plants Live P 111 - 112	

	Day 4- Take It Further – A Trip to the Zoo! p. 117-118		A Trip to the Zoo!		
1/27 - 1/31 (5 days)	SSELA - End of Unit Culminating Activities for students to present to the class. (Use Oral Language Rubric for each presentation) Choose 1: • Create a book • Create a poster • Create a graphic organizer • Write a story • Create a quilt (paper) • Take home project • Teacher choice • Student choice				
	Lesson 4 How Do Plants and Animals Change Their Environment? Day 1- Lesson Phenomenon p.122-123 Can You Explain It? Changes Plants and Animals Make Day 2- Plant and Animal Changes Changes All Around p. 124-128	K-ESS2-2	Explore Online A beaver involved in building a dam. Explore Online Find out more about ways animals change their environment.		
2/3 -2/7 (5 days)	Introduce Unit 3 - How We Organize Ourselves Central Idea, Lines of Inquiry, Key Concepts, Approaches to Learning KWL Chart				
	Lesson 4 How Do Plants and Animals Change Their Environment? Day 3- Day 4-				
	Unit 3- Performance Task – Do Plants Need Air? (refer to rubric on p. 139) Objective: Children use observations to determine patterns that can be used as evidence that plants need air to live and grow.				

February 10 – April 10 How We Organize Ourselves Transdisciplinary Theme Unit 3 – My Community Central Idea: Communities around the world adapt to their physical environment Essential Question – Why is having an understanding of maps and globes important? How does geography affect where people live and what they do? Social Studies Focus Standards –

K.2 Children, families and communities exhibit cultural similarities and differences. **K.6** Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions. **K.7** People and communities are affected by and adapt to their physical environment.

Science Dimensions Unit 5 - Weather

Essential Questions – How can we observe weather patterns? How can we measure weather? What are kinds of severe weather? How can forecasts help us?

Focus Science Standards –

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time. **K-ESS3-2** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Quarter 3	Pacing Guide SSELA	Standards	Suggested Read-Aloud	Performance Task/Projects	Assessment
2/10 – 2/14 (5 days)	<p>Lesson 1: What is a neighborhood? Lesson 1a: Transportation</p>	<p>RI.K.1.2 RI.K.7 W.K.2 SL.K.1 SL.K.4</p>	<p>This is the way we go to school</p>	<p>Create a web to record special buildings in the community. Transportation Bar Graph</p>	<p>Draw and label buildings in the community. Draw and label one form of transportation</p>
	<p>Unit 5 Weather Vocabulary: light, heat, shade Lesson 1 How Can We Observe Weather Patterns? Day 1- Lesson Phenomenon p. 178 – 179 Can You Solve It? Kinds of Weather Day 2 – Different Kinds of Weather/Weather Patterns p. 180-182</p>	<p>K-ESS2-1</p>	<p>Explore Online Daily changes in the weather Explore Online Weather Patterns</p>	<p>Hand-On Activity Observing Patterns in Weather P 183-185</p>	
2/17 – 2/21	Winter Recess				
2/24 – 2/28 (5 days)	<p>Lesson 2: Community Rules Lesson 2a: Community Helpers</p>	<p>L.K.6 RI.K.1 W.K.8 SS.K.6</p>	<p>What if everybody did? Community Video - Brainpopjr</p>	<p>Classroom Rules Community Job Chart</p>	<p>Write and draw a picture of one important community rule. Community Helper sort and match</p>
	<p>Lesson 1 How Can We Observe Weather Patterns? Day 3- The Seasons. p.186-188 Day 4- Take It Further: Meteorologist p. 189-190 Lesson Check p. 191-193</p>	<p>K-ESS2-1</p>	<p>Explore Online Find about more about the seasons Explore Online Find out more about how plants need air and space to live and grow.</p>	<p>Hands-On Activity Observing Patterns in Weather 183-185</p>	

3/2 – 3/6 (5 days)	Lesson 3: Maps and Globes Lesson 3a: Directions Help Find Our Way		My Neighborhood Map Maps of My School by Matthew Frank	Prospect School Map	Identify the purpose of a map
	Lesson 2 How Can We Measure Weather? Day 1- Lesson Problem Measuring Weather Can You Solve It? Measuring Weather p. 194 - 195 Day 2- Weather Tools p. 196-200	K-ESS2-1	Explore Online Find out more about how to measure weather Explore Online Weather Tools	Hands-On Activity Measuring Weather with Tools 201-202	
3/9 – 3/13 (4½ days)	Lesson 4: My Community Lesson 4a: Different Kinds of Communities	L.K.6 RI.K.1 W.K.8 SS.K.6 SS.K.6c SS.K.7	Where Do I Live? By Neil Chesanow Where do I live and play? A book about Communities by Terri Maready Clark	A View from My Window Community Venn Diagram	Identify things found in my neighborhood Name different kinds of communities
	Lesson 2 How Can We Measure Weather? Day 3- Take it Further People in Science Lesson Check p.203-207 Lesson 3 What Are Kinds of Severe Weather? Day 1- Lesson Phenomenon p. 208- 209 Can You Solve It? Severe Weather Measuring	K-ESS3-2	Explore Online Thunderstorm moving in rapidly		
3/16 - 3/20 (5 days)	Lesson 5: Communities Around the World Lesson 5a: Comparing Communities	RL.K.11 W.K.2 W.K.11 SS.K.6-7	Rural, Suburban Urban Brainpopjr My Home by Lisa Bullard	Picture Sort	Write and draw what kind of home you live in
	Lesson 3 What Are Kinds of Severe Weather? Day 2- Thunderstorms p. 210 Winter Storms p. 214-215 Day 3- Tornadoes/Hurricanes p. 216- 218	K-ESS3-2	Explore Online Winter Storms Explore Online Hurricanes	Hands-On Activity Model Thunder	
	Lesson 6: Weather Affects People and Communities				

3/23 – 3/27 (5 days)	Lesson 6a: Adapting to Our Physical Environment				
	<p style="text-align: center;">Lesson 3 What Are Kinds of Severe Weather?</p> <p>Day 4- Take It Further p. 219-220 Lesson Check p. 221-223</p> <p style="text-align: center;">Lesson 4 How Can Forecasts Help Us?</p> <p>Day 1- Lesson Phenomenon p. 224- 225 Can You Solve It? Plans for Severe Weather Day 2- Weather Forecast p. 226-227 Prepare for Weather 228-230</p>	K-ESS3-2	<p>Explore Online Planning for Severe Weather</p> <p>Explore Online Weather Forecasts</p>	<p>Hands-On Activity Plan a Severe Weather Safety Kit p. 231-232</p>	
SSELA/IB Unit of Inquiry Summative Assessment					
Students will construct or draw a map with landmarks and labels of their homes, school or community.					
3/30 - 4/3 (5 days)	<p style="text-align: center;">Lesson 4 How Can Forecasts Help Us?</p> <p>Day 3- Take It Further p. 233-234 Lesson Check p. 235-237</p>	K-ESS3-2	<p>Explore Online How a weather forecast can prepare people for the day</p>		
4/6 – 4/10 (3 days)	<p>Unit 5- Performance Task – Changing Temperatures? (refer to rubric on p. 239) Objective: Children record and analyze data to determine a pattern in temperature changes during the day.</p>				

April 13 – June 19

Sharing the Planet Transdisciplinary Theme

Unit 4 – Reduce, Reuse, Recycle

Central Idea: Human consumption of Earth’s natural resources transform the environment.

Essential Question – What are the basic needs and wants of human beings? What are natural resources and how do we use them? How can we save our environment?

Social Studies Focus Standards –

K.9 - People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

Science Dimensions Unit 6 – Earth’s Resources & Science Dimensions Unit 4 – Sun Warms Earth

Essential Questions – What are natural resources? How can we save natural resources? How does the sun warm earth? How can I protect myself from the sun?

Focus Science Standards –

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. **DCI.K – ESS3.A1** 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. **CCC.K-2.D.1** – Systems in the natural and designed world have parts that work together. **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. **DCI.K-ESS3.C.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. **PS3-1** – Make observations to determine the effect of sunlight on Earth’s surface. **PS3-2** - Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Quarter 4	Pacing Guide SSELA	Standards	Suggested Read-Aloud	Performance Task/Projects	Assessment
4/13 – 4/17	Spring Recess				
4/20 – 4/24 (5 days)	Lesson 1: Needs and Wants Lesson 1a: Needs and Wants	KL.5a K.9a	Needs and Wants Reading A_Z	Needs and Wants Picture Sort	Identify a need vs a want
	Unit 6 Earth’s Resources Vocabulary: light, heat, shade Day 1 Intro to the Sharing the Planet Theme Lines of Inquiry Prior Knowledge - KWL Chart Lesson 1 What Are Natural Resources? Day 1- Lesson Phenomenon p. 246- 247 Can You Solve It? Natural Resources	K-ESS3-1	Explore Online Natural resources and how they are used	Hands-On Activity Clay Bricks P 255-256	
4/27 – 5/1 (5 days)	Lesson 2: Goods and Services Day 1				
	Lesson 1 What Are Natural Resources? Day 2- Air / Water p. 248-251 Day 3 – Rock / Soil p. 252-254	K-ESS3-3	Explore Online Air/Water and how is it used Explore Online Rock/Soil and how is it used		
5/4 – 5/8 (5 days)	Lesson 3: Scarcity Day 1 & 2	K.8 K.8b K.9 K.9c KR1,3,4.9 KL.4	The Mitten by Jan Brett		
	Lesson 1 What Are Natural Resources?	K-ESS3-3	Explore Online	Hands-On Activity Where Does Our Trash Go?	Students make a claim about the uses of

	<p>Day 4 – Take It Further Theodore Roosevelt p. 257-258 Lesson Check p.259-261</p> <p>Lesson 2 How Can We Save Natural Resources?</p> <p>Day 1 – Lesson Problem p. 262 Can You Solve It? Saving Natural Resources p. 263</p>		Ways to help save natural resources	P 269-270	natural resources and provide evidence.
5/11 – 5/15 (5 days)	<p>Lesson 4: Value of Jobs Day 1 & 2</p>		Career Day by Anne Rockwell	Making Predictions T-Chart	<p>Identify different kinds of jobs</p> <p>Identify why a job is important</p>
	<p>Lesson 2 How Can We Save Natural Resources?</p> <p>Day 2 – Harming Natural Resources p. 264-265 Day 3 – Reduce/ Reuse and Recycle p. 266-268</p>	K-ESS3-3	Explore Online How natural resources can be harmed		
5/18 – 5/22 (4 days)	<p>Lesson 5: Sharing the environment with other living things Day 1 & 2</p>	K.LS.1 K.ESS.3-3		Comparing animal needs to human needs	<p>Name a living thing and one way to take care of it</p> <p>Identify ways to take of the environment for other living things</p>
	<p>Lesson 2 How Can We Save Natural Resources?</p> <p>Day 4 – Take It Further Recycling Center Operator p. 271-272 Lesson Check p.273-275</p>	K-ESS3-3			
5/25 – 5/29 (3 days)	<p>Lesson 6: Human roles in protecting the environment Day 1 & 2</p>	RI.K.2 W.K.8			

<p>6/1 – 6/5 (5 days)</p>	<p>SSELA/IB Unit of Inquiry Summative Assessment Students will create their own persuasive poster on how to save natural resources by using recycled materials.</p>				
<p>Unit 6- Performance Task – Natural Resources as a System (refer to rubric on p. 277) Objective: Children use a model to represent a system in the natural world and analyze data concerning a plant’s need for resources from the land.</p>					
<p>6/8 – 6/12 (5 days)</p>	<p>Unit 4 Sun Warms Earth Vocabulary: Lesson 1 What Are Natural Resources? Day 1- Lesson Phenomenon p. 146-147 Can You Solve It? The Sun’s Heat and Light Day 2 – The Sun’s Light / The Sun’s Heat p. 148-150 Day 3- Take It Further Galileo Galilei p. 153-154 Lesson Check p. 155-157</p>	<p>K-PS3-1</p>	<p>Explore Online How the sun heats Earth</p> <p>Explore Online How the sky changes as the sun appears</p>	<p>Hands-On Activity The Sun’s Heat P 151-152</p>	
<p>6/15 – 6/19 (5 days)</p>	<p>Lesson 2 How Can I Protect Myself from the Sun? Day 1- Lesson Problem p. 158-159 Can You Solve It? Sandbox Problem Day 2 – Heat, Light, and Shade p. 160-162 Day 3- Take It Further Solar Energy Plant Operator p. 165-166 Lesson Check p. 167-169</p>	<p>K-PS3-2</p>		<p>Hands-On Activity Design Shade P 163-164</p>	
<p>Unit 6- Performance Task – Build a Model Shelter (refer to rubric on p. 171) Objective: Children design a model shelter from the sun and analyze test results to determine its effect on the pattern of sunlight on Earth’s surface.</p>					
<p>6/22 – 6/26</p>					

