

Unit/Topic Title: **How The World Changes**

Trimester: **2<sup>nd</sup>**

Estimated Time (When): **February (4 weeks) 20 days**

<b>Standard(s)</b>	
2. Life Science 3. Earth Science	
<b>➤ Prepared Graduates:</b> ➤ Explain and illustrate with examples how living systems interact with the biotic and abiotic environment ➤ Analyze the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection ➤ Describe and interpret how Earth's geologic history and place in space are relevant to our understanding of the processes that have shaped our planet.	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
<ul style="list-style-type: none"> <li>Living things have characteristics and basic needs (2.1)</li> <li>Events such as night, day, the movement of objects in the sky, weather, and seasons have patterns (3.2)</li> </ul>	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>Uses senses to gather information about living things (2.1.a)</li> <li>Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes (3.2.a)</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>What do living things need to survive?</li> <li>What natural patterns do you notice during the day?</li> <li>What natural patterns do you notice at night?</li> <li>What patterns do you notice in the seasons?</li> <li>What patterns do you notice in weather?</li> </ul>
<b>Introductory concepts/outcomes:</b> <ul style="list-style-type: none"> <li>Noticing and discussing patterns in nature over time.</li> </ul>	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>Mittens and hats keep people warm when the weather is cold.</li> <li>Different activities of various animals - including humans - are aligned with daily and seasonal patterns.</li> </ul>
	<b>Nature of Science:</b> <ul style="list-style-type: none"> <li>Be open to and curious about new tasks and challenges.</li> <li>Explore and experiment.</li> </ul>

**Essential Vocabulary**

- Introductory: nocturnal, opposites in nature (night/day, hot/cold, etc.), same/different, plant, animal
- Mastery: the 5 senses (see, smell, feel, taste, hear), weather (rain, snow, etc.), pattern

**Assessments**

- Teaching Strategies GOLD™
  - 25. Demonstrates knowledge of the characteristics of living things
  - 23. Demonstrates knowledge of patterns
    - 6. Extends and creates simple repeating patterns
  - 27. Demonstrates knowledge of Earth's environment

**Instructional Resources**

- The Creative Curriculum System - Objectives for Development and Learning: Birth Through Kindergarten, pages 126-129 and 132-133.
- FOSS Kits: Weather, Trees, Body and Senses
- Science To-Go Kits: Cold Hard Water