

UNIT 4

Course: Language Arts/Science/SEL		Grade Level: Kindergarten
Unit Title: Planning and Development <i>How do objects move and what happens when they interact?</i>		Length of Unit: To the end of the second trimester - Approximately 6 weeks
Unit Summary: Students will investigate the effects of different strengths or different directions of pushes and pulls on the motion of an object. Students will continue to build their understanding of the crosscutting concepts of patterns and the relationships between cause and effect. Students will use reading strategies (i.e. get your mouth ready and think what would make sense and looks like that) to read texts on the same topic to compare and contrast texts in order to deepen their understanding. Students will participate in a shared research writing project. Students will use the writing process and a combination of drawing, dictation and writing to compose informative/explanatory pieces to teach/inform others what they have learned as a result of shared research.		
SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to identify approaches to resolving conflicts constructively.		
<i>This unit points out where certain KIDS measures can be easily assessed; however, all 21 KIDS measures should be assessed three times a year.</i>		
Stage 1- Desired Results		
STANDARDS/KIDS	Transfer	
	<i>Students will be able to independently use their learning to...</i>	
	TG1: Apply an understanding of the effects of different strengths or different directions of pushes and pulls in order to change the motion of an object.	
	TG2: Read two texts on the same topic and identify the similarities and differences in order to better understand the topic.	
KIDS: COG:SCI 3: Child develops the capacity to describe and record observations and investigations	TG3: Engage in shared research to find information on a topic and use a combination of drawing, dictation, and writing to compose an informative/explanatory text on this	

<p>about objects (living and nonliving things) and events , and to share ideas and explanations with others.</p> <p>Language Arts: K.RL/RI.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>W.K.2: Use a combination of drawing, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.7: Participate in shared research and writing projects.</p> <p>S.L.K2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarifications if something is not understood.</p> <p>KIDS: LLD 4: Child engages in back-and-forth communication that develops into increasingly extended conversations</p> <p>LLD 6: Child develops capacity to understand details and ideas from age-appropriate text presented by adults.</p>	topic.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: There is a cause/effect relationship between force and motion; objects move the way they do because forces cause changes in motion; <i>(simple tests can be designed to gather evidence to support or refute student ideas about causes)</i></p> <p>EU2: Although texts may deal with the same topic, one author may choose to emphasize or leave out key details that another author may decide to not emphasize or keep.</p> <p>E3: Using the writing process can help inform an audience about a specific topic.</p> <p>EU4: Respectful interactions contribute to resolving conflict.</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . .</i></p> <p>EQ1: Why do things move the way they do?</p> <p>EQ2: How does more than one source of information to help me better understand a topic?</p> <p>EQ3: How can we communicate information in writing? <i>Why do we share information?</i></p> <p>EQ4: How can we identify and resolve conflicts with others?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Science K2: Pushes and pulls can have different</p>	<p>Year-Long English/Spanish "I can" statements <i>Students will be skilled at...</i></p> <p>Science S1: With guidance, I can plan and conduct</p>

<p>LLD 10 Child shows increasing ability to write using scribbles, marks, letters, characters, or words to represent meaning.</p> <p>SEL: Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts</p> <p>KIDS: ALT-REG 3: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.</p> <p>Supporting: Science: 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.</p> <p>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.</p>	<p>strengths and directions.</p> <p>K3: Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p>K4: When objects touch or collide, they push on one another and can change motion.</p> <p>K5: A bigger push or pull makes things speed up or slow down more quickly.</p> <p>K6: Scientists use different ways to study the world.</p> <p>K7: Engineering practices are used to solve problems where people want/need to change or create something. Such problems may have many acceptable solutions.</p> <p>Language Arts K8: Speaking, reading and writing are ways to communicate information</p> <p>K9: Reading foundational skills</p> <p>K10: Reading strategies</p> <p>K11: The elements of informative/explanatory writing</p> <p>K12: The writing process</p>	<p>an investigation in collaboration with peers.</p> <p>S2: I can analyze data from tests of an object or tool to determine if it works as intended.</p> <p>S3: I can analyze data from tests to compare the strengths and weaknesses of how each performs.</p> <p>Language Arts/Digital Literacy S4: I can identify similarities and differences between two texts dealing with the same topic.</p> <p>S5: I can confirm my understanding of a text or information presented by asking and answering questions about key details.</p> <p>S6: I can use a combination of drawing, writing, and speaking to compose an informative/explanatory text on a topic.</p> <ul style="list-style-type: none"> • I can name what I am writing about. • I can supply information about the topic. <p>S7: I can participate in shared research and writing projects.</p> <p>S8: I can learn basic navigation of some media platforms. (Info/Dig Lit Goal 1)</p> <p>S9: I can make connections between various text formats. (Info/Dig Lit Goal 2)</p>
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<p>K-EES2-1: Use and share observations of local weather conditions to describe patterns over time.</p> <p>KIDS:</p> <p>COG:SCI 4: Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics.</p> <p>COG:SCI 3: Child develops the capacity to describe and record observations and investigations about (living and nonliving things) and events and to share ideas and explanations with others.</p> <p>LLD 3: Child's communication develops from non-verbal communication to using language with increasingly complex words and sentences.</p> <p>LLD 2: Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.</p> <p>ALT-REG 1: Child explores the environment in increasingly focused ways to learn about people, things, materials and events.</p> <p>ALT-REG 3: Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult.</p>	<p>K13: How to be a responsible digital citizen</p> <p>SEL</p> <p>K14: Not all people approach a problem in the same way</p> <p>K15: There are different ways to resolve conflicts</p>	<p>S10: I can determine if my source relates to my topic. (Info/Dig Lit Goal 3)</p> <p>S11: I can use technology to share my ideas. (Info/Dig Lit Goal 4)</p> <p>SEL</p> <p>S12: I can work with others and use my words to tell what I want and how I feel.</p> <p>S13: I can identify problems and conflicts commonly experienced by my peers.</p> <p>S14: I can identify approaches to resolving conflicts constructively.</p>
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