**Quarter 3:** Science and Social Studies Content

January 26 – March 24

**Unit 3.1 Maryland 22 Day Window January 26 – February 25**

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|  | **Assessments** | | **Learning Activities** | |
| Maryland | * Label diagrams of land features and bodies of water. * Writing samples * Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.   **Essential Questions**   * Where is Maryland? (locate state on a map of the United States) * Can you identify the Maryland Flag? * What natural features are in Maryland? * What habitats are in Maryland? | | **Authentic Learning Tasks:**   * Me on a Map: students will locate Maryland on a map of the United States, then create the next page to go in their personal versions of Me on a Map. * Google Earth: take virtual journeys to various parts of Maryland while exploring the natural features of our state. * State Flag and other symbols: view models, pictures and videos related to stately symbols (state animal, flower etc). * Visit Aquarium: Students will be able to interact with oceanic life and make connections to the life found in the ocean and bays near Maryland. | |
| **Art Integration:**   * Learn and sing with accuracy songs and dances that relate to topics covered in the unit. Music K.1.2.a-h and K.1.3.a-d. * Create 3 dimensional models of land features found in Maryland. Visual Arts K.3.2.a-b. * Black-eyed Susan art: students will paint a still life of a Black-eyed Susan. | |
| **Writing :**  Explore writing everyday through modeling, free write, shared writing and/or interactive writing.   * Use a combination of writing, drawing, and dictation to compose informative/explanatory texts about Maryland. * Use a combination of writing, drawing and dictating to narrate a story about an animal that lives in Maryland. * Use a combination of writing, drawing and dictating to describe how you would design the state flag? Why? | |
| **Recommended Text and Media**  **To be completed as a team during Quarter 3 unit development meeting.** | | | | |
| **Fiction** | | **Non-Fiction** | | **Other Media** |
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| **Recommendations for Morning Text Study**  **To be completed as a team during Quarter 3 unit development meeting.** | | | | |
| **Author Study** | | **Genre Study** | | **Special Event/Holiday** |
|  | |  | | * Recycling * fossils |

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| **Science** | |
| K.6.B.1.a-b | **Identify aspects of the environment that are made by humans and those that are not made by humans. K.6.B.1**   * Identify features of the natural environment that are not made by humans. * mountain * valley * plain * dessert * lake * river * etc |
| **Social Studies** | |
| K.3.A.1.a-b | **Identify and describe how a globe and maps can be used to help people locate places. K.3.A.1**   * Describe how maps are models showing physical features and/or human features of places. * Identify a location by using terms such as near-far, above-below, and here-there. |
| K.3.B.1.a-d | **Describe places in the environment using natural/physical and human-made features. K.3.B.1**   * Recognize physical features as landforms and bodies of water using photographs and pictures. * Identify landforms such as mountains and hills, and bodies of water such as oceans, rivers, and streams. * Using photographs and pictures recognize human-made features as modifications people have made to the land. * Identify human made features such as buildings sidewalks, streets, and bridges. |

**Unit 3.2: America 19 Day Window February 29 – March 24**

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|  | **Assessments** | | **Learning Activities** | |
| America | * Identify George Washington, Abraham Lincoln, MLK, and Barak Obama. * Identify the American Flag and explain its features. * Writing samples * Students can answer Essential Questions through a combination of discussion, dictation, drawing and writing.   **Essential Questions**   * Can you create an American flag? * Why is the American flag important? * What are other American symbols that you know? * Why are American symbols important? * What is a President? * What do you know about (insert name of any hero, leader or inventor discussed at length)? * What was life like when (Pres. Washington, Pres. Lincoln, MLK,) was a leader? * What landforms or bodies of water can be found in America? | | **Authentic Learning Tasks:**   * Visit Fort McHenry to experience a piece of America’s Past. * Pioneer Day: Students come to school dressed as American pioneers and participate in activities that emulate life during the time of western expansion. * Visit Gunpowder Falls State Park: investigate the park and the many habitats found with-in the park. | |
| **Art Integration:**   * Learn and sing with accuracy songs and dances that relate to topics covered in the unit. Music K.1.2.a-h and K.1.3.a-d. * Act out important moments in American history. * Class created map of the United States with labels. * Make fabric dolls to model those made in Pioneer Days. | |
| **Writing :**  Explore writing everyday through modeling, free write, shared writing and/or interactive writing.   * Use a combination of writing, drawing, and dictation to compose informative/explanatory texts about America. * Use a combination of writing, drawing and dictating to narrate a story about what you would invention(s) you would create. * Use a combination of writing, drawing and dictating to write a campaign speech for why you/or chosen candidate should be president. | |
| **Recommended Text and Media**  **To be completed as a team during Quarter 3 unit development meeting.** | | | | |
| **Fiction** | | **Non-Fiction** | | **Other Media** |
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| **Recommendations for Morning Text Study**  **To be completed as a team during Quarter 3 unit development meeting.** | | | | |
| **Author Study** | | **Genre Study** | | **Special Event/Holiday** |
|  | |  | | * Rocks |

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| **Science** | |
| K.3.D.1.b | **Recognize that living things are found almost everywhere in the world and that there are somewhat different kinds of living things in different places. K.3.D.1**   * Using pictures, films and illustrated texts identify, describe and compare living things found in other states. |
| K.6.B.1.b | **Identify aspects of the environment that are made by humans and those that are not made by humans. SK.6.B.1**   * Identify features of the natural environment that are not made by humans.   + mountain   + valley   + plain   + dessert   + lake   + river   + etc |
| **Social Studies** | |
| K.1.A.2.a-b | **Identify symbols and practices associated with the United States of America. K.1.A.2**   * Identify common symbols, such as the American Flag, and Statue of Liberty. * Recognize that saying the Pledge of Allegiance and singing "The Star-Spangled Banner" are practices associated with being a citizen. |
| K.1.B.1.a-b | **Identify people important to the American political system. SSK1.B.1**   * Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current president * Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents' Day |
| K.3.A.1.a-c | **Identify and describe how a globe and maps can be used to help locate places. K.3.A.1**   * Describe a globe as a model of Earth showing land and water. * Describe how maps are models showing physical features and/or human features of places. * Identify a location by using terms such as near-far, above-below, and here-there. |
| K.3.B.1.a-d | **Describe places in the environment using natural/physical and human-made features. K.3.B.1**   * Recognize physical features as landforms and bodies of water using photographs and pictures. * Identify land forms such as mountains and hills, and bodies of water such as oceans, rivers, and streams. * Using photographs and pictures recognize human-made features as modifications people have made to the land. * Identify human made features such as buildings sidewalks, streets, and bridges. |
| K.5.A.2.a-c | **Compare daily life and objects of today and long ago. K.5.A.2**   * Compare tools and toys of the past with those of today. * Tell about people in the past using informational text and features. * Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community. |