**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.
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| **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.
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| **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?
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| **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
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| **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.
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| 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.
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**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.
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| **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.
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| **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.
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| **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.
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| 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
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| **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.
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| 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
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| 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.
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| 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.
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| 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.
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