

Curriculum Connections

Grade Level: Kindergarten

Year-Long Essential Question: What is community?

3.9 Sustainability Students make decisions that demonstrate understanding of natural and human communities, the ecological, economic, political, or social systems within them, and awareness of how their personal and collective actions affect the sustainability of these interrelated systems.						
<b>Essential Content Understandings</b> <small>(Fields of Knowledge)</small>	3.11: Interactions: Students interact respectfully with others, including those with whom they have differences  3:10, 3.12, 3.13, 4.1, 4.2	7.13 The Living World: Students understand the characteristics of organisms, see patterns of similarity and differences among living organisms, understand the role of evolution, and recognize the interdependence of all systems that support life.	7.15 Theory, Systems and Forces: Students demonstrate understanding of the earth and its environment.	3.5: Health Choices: Students make informed, healthy choices that positively affect the health, safety and well being of themselves and others. 3.5, 7.13, 7.16 Natural Resources: Students understand how natural resources are extracted, distributed, processed, and disposed of.	4.1 Service: Students take an active role in their community.	4.6: Understanding Place: Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.
<b>Curriculum Connection</b>						
<b>Unit Title</b>	Our Classroom Community: The First Six Weeks of School	Living and Non Living Things	Weather: Our Atmospheric Community	Food Foundations: Our Food System is a Community	Our School is a Community	Animals in Winter: Nature is a Community
<b>Unit Essential Question</b>	How do we become a classroom community that loves and supports each other?	How do we know what is living and non living? How are living and non living things alike and different?	How do we use information about weather to make smart choices?	What food cycles can we find in our community?	What do our school helpers do for us, and how can we help them?	What do Vermont animals do in Winter?
<b>Assessment(s) and Performance Task(s)</b>		Pumpkin and butterfly life cycle.	Become a weather predictor, describe the weather, and advise us on what to wear for the weather.	Life Cycle Cards	Community Helper Book	Create a model of a schoolyard animal habitat.

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<b>Essential Content Understandings</b> <small>(Fields of Knowledge)</small>	<b>7.14 Human Body: Students demonstrate understanding of the human body – heredity, body systems, and individual development- and understand the impact of the environment on the human body.</b>	7.12: Space, Time and Matter: Students understand forces and motion, the properties and composition of matter, and energy sources and transformation.	3.10, 3.11, 3.12, 3.13, 4.1, 4.2, 4.3	7.13: Students understand the characteristics of organisms, see patterns of similarity and differences among living organisms, understand the role of evolution, and recognize the interdependence of all systems that support life.	7.13: Students understand the characteristics of organisms, see patterns of similarity and differences among living organisms, understand the role of evolution, and recognize the interdependence of all systems that support life.	7.13: Students understand the characteristics of organisms, see patterns of similarity and differences among living organisms, understand the role of evolution, and recognize the interdependence of all systems that support life.
<b>Curriculum Connection</b>						
<b>Unit Title</b>	Five Senses	Matter: Our Molecular Community	Community Helpers: Our Neighborhood is a Community	Plants: Our Gardens are a Community	Living and Non Living Revisited	Pond Life: Pond are a Community
<b>Unit Essential Question</b>	How do we use our senses? In what ways do we use our senses to learn about our environment?	What is a solid? What is a liquid?	Who are our community helpers and how do they help our community?	What do plants need to stay alive?	What is a living thing? What is a non living thing?	What makes up a pond community?
<b>Assessment(s) and Performance Task(s)</b>	Describe what would happen if you lost one of your senses.	Solids and liquids sort, report.	Community Helper Book/ Day of Service	Keep our gardens growing (fabulous five)	Create our own clay “worlds” with living and no living features.	