

# April K Unit 6: Earth's Resources

Content Area: **Science**  
Course(s):  
Time Period: **April**  
Length: **4-5 Weeks**  
Status: **Published**

## Unit Overview

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This unit looks at the earth's resources.

## Enduring Understandings

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The earth has limited resources and we must be careful how we use them.

## Essential Questions

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How can we be good stewards of the earth's resources?

## Instructional Strategies & Learning Activities

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- Unit 6: Earth's Resources
- Teacher Edition

Earth's Resources: Unit Opener

The Unit Opener introduces the unit "Earth's Resources" and the unit project, Reuse a Milk Carton.  
Launch

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Unit 6: Earth's Resources

Teacher Edition

Earth's Resources: Unit At a Glance

Unit at a Glance for "Earth's Resources" includes the unit table of contents, unit vocabulary words, and the vocabulary game, Show the Word! In this unit, children will:

- identify air, water, rocks, and soil as natural resources;
- use evidence to explain that living things need water, air, and resources from the land;
- describe how natural resources work as part of a system in the natural world;

- explain ways people use natural resources and the impact they have on the environment;
- design and communicate solutions to overcome negative impacts on the environment.

- Unit 6: Earth's Resources  
Teacher Edition

Earth's Resources: Integrating the NGSS\* Three Dimensions of Learning

This section details the Performance Expectations covered in the unit "Earth's Resources."

Unit 6: Earth's Resources

- Teacher Edition

Earth's Resources: 3D Unit Planning

Planning resources are available for each lesson and hands-on activity in the unit "Earth's Resources."

- Unit 6: Earth's Resources  
Teacher Edition

Earth's Resources: Differentiate Instruction

This page provides differentiated support for this unit's Science & Engineering Leveled Readers, "What Are Some Natural Resources?" and "Saving Water."

- Unit 6: Earth's Resources  
Teacher Edition

Earth's Resources: Connecting with NGSS

These opportunities for informal science learning provide local context and extend and enhance concepts from the unit "Earth's Resources."

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- Unit 6: Earth's Resources  
Teacher Edition

Earth's Resources: Unit Project: Reuse a Milk Carton

During the unit project "Reuse a Milk Carton," children will:

- Explore various ways to reuse a milk carton.
- Collect data to use as evidence to answer a question.
- Construct an argument using evidence to support a claim.

- Unit 6: Earth's Resources
- Assessment Guide

Earth's Resources: Unit Pretest (Editable)

The Unit Pretest for "Earth's Resources" focuses on prerequisite knowledge. The test is composed

primarily of DOK 1 items that evaluate student preparedness for the upcoming content.

- Unit 6: Earth's Resources
- Home Letter

Earth's Resources: Home Letter

This is the home letter for the unit "Earth's Resources."

- Unit 6: Earth's Resources
- Teacher Edition

Earth's Resources: Unit Performance Task: Natural Resources as a System

During the Performance Task "Natural Resources as a System," children will use a model to represent a system in the natural world and analyze data concerning a plant's need for resources from the land.

- Unit 6: Earth's Resources
- Teacher Edition

Earth's Resources: Unit Review

The Unit Review assesses student understanding of key ideas and concepts from the unit "Earth's Resources."

- Unit 6: Earth's Resources
- You Solve It

Grocery Shopping to Help the Environment

In Grocery Shopping to Help the Environment, students evaluate the environmental impact of various household items. They are given a shopping list, visit a virtual grocery store, and make grocery item selections based on reduce, reuse, and recycle ratings in order to minimize the impact of humans on the environment.

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- Unit 6: Earth's Resources
- You Solve It

Grocery Shopping to Help the Environment (Teacher)

Teacher support materials are available for "Grocery Shopping to Help the Environment." During this activity, students will evaluate the environmental impact of various household items. They are given a shopping list, visit a virtual grocery store, and make grocery item selections based on reduce, reuse, and recycle ratings in order to minimize the impact of humans on the environment.

- Unit 6: Earth's Resources

- Student eBook

#### Earth's Resources: Unit Review

The Unit Review assesses student understanding of key ideas and concepts from the unit "Earth's Resources."

Launch

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#### Unit 6: Earth's Resources

##### Teacher eBook

##### Earth's Resources: Unit Performance Task: Natural Resources as a System

During the Performance Task "Natural Resources as a System," children will use a model to represent a system in the natural world and analyze data concerning a plant's need for resources from the land.

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- Unit 6: Earth's Resources
- Leveled Readers - Blue

##### On-Level: What Are Some Natural Resources?

The leveled reader "What Are Some Natural Resources?" is designed for on-level readers and can be used to enrich key concepts from the unit "Earth's Resources."

- Unit 6: Earth's Resources
- Leveled Readers - Green

##### Enrichment: Saving Water

The leveled reader "Saving Water" is designed for above-level readers and can be used to extend key concepts from the unit "Earth's Resources."

- Unit 6: Earth's Resources
- Leveled Readers - Red

##### Extra-Support: What Are Some Natural Resources?

The leveled reader "What Are Some Natural Resources?" is designed for below-level readers and can be used to reinforce key concepts from the unit "Earth's Resources."

- Unit 6: Earth's Resources
- Leveled Readers Teacher's Guide

##### Topic 6: Earth's Resources

The Leveled Readers Teachers Guide provides teaching strategies and support (as well as

reproducible English and Spanish worksheets) for the Unit 6 readers "What Are Some Natural Resources?" and "Saving Water." On-Level and Extra-Support worksheets focus on vocabulary development, while Enrichment worksheets reinforce and enrich content.

- Unit 6: Earth's Resources
- Online Assessment

#### Earth's Resources: Unit Test

The interactive Unit Test for "Earth's Resources" assesses students' ability to apply knowledge to solve problems and explain phenomena in relation to the Performance Expectations associated with the unit. In this unit, children:

- identify air, water, rocks, and soil as natural resources;
- use evidence to explain that living things need water, air, and resources from the land;
- describe how natural resources work as part of a system in the natural world;
- explain ways people use natural resources and the impact they have on the environment;
- design and communicate solutions to overcome negative impacts on the environment.

- Assessment Guide
- Earth's Resources: Unit Test (Editable)

The Unit Test for "Earth's Resources" assesses students' ability to apply knowledge to solve problems and explain phenomena in relation to the Performance Expectations associated with the unit. In this unit, children:

- identify air, water, rocks, and soil as natural resources;
- use evidence to explain that living things need water, air, and resources from the land;
- describe how natural resources work as part of a system in the natural world;
- explain ways people use natural resources and the impact they have on the environment;
- design and communicate solutions to overcome negative impacts on the environment.

- Unit 6: Earth's Resources
- Unit Project Worksheet

#### Earth's Resources: Unit Project: Reuse a Milk Carton

This is the Unit Project worksheet for "Reuse a Milk Carton." During this project, children will:

- Explore various ways to reuse a milk carton.
- Collect data to use as evidence to answer a question.
- Construct an argument using evidence to support a claim.

- Unit 6: Earth's Resources
- Unit Performance Task Worksheet

#### Earth's Resources: Unit Performance Task: Natural Resources as a System

This is the Unit Performance Task worksheet for "Natural Resources as a System." During this task, children will use a model to represent a system in the natural world and analyze data concerning a plant's need for resources from the land.

## **Integration of Career Exploration, Life Literacies and Key Skills**

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.  Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
WRK.9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).  Different types of jobs require different knowledge and skills.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology and Design Integration**

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Smartboard lessons and technology.

Online Student Textbook

Online Student Simulations

CS.K-2.8.2.2.ED.4	Identify constraints and their role in the engineering design process.
CS.K-2.8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
CS.K-2.8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.  Data can be used to make predictions about the world.  Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.  Individuals collect, use, and display data about individuals and the world around them.

CS.K-2.8.2.2.ED.1	Communicate the function of a product or device.
CS.K-2.8.2.2.ITH.2	Explain the purpose of a product and its value.
CS.K-2.8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
CS.K-2.8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.

## Interdisciplinary Connections

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MA.K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.5	Identify the front cover, back cover, and title page of a book.
LA.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
LA.RI.K.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).
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.

## Differentiation

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components:**

- Content – the specific information that is to be taught in the lesson/unit/course of instruction.
- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

See differentiation suggestions in Instruction above, for struggling and advanced learners.

### **Modifications & Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit:**

IEP and 504 accommodations will be utilized.

### **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

### **Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

### **Additional Benchmarks used in this unit:**

Pretest followed by interactive assessments

### **Formative Assessments**

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can



include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

See assessments embedded in Instruction above.

**Summative Assessments**

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**summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

See assessments embedded in Instruction above.

**Instructional Materials**

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HMH Science Dimensions program materials

Misc. items for hands on labs

**Standards**

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Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

SCI.K-ESS3-1

Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

SCI.K.ESS3.A

Natural Resources

Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

SCI.K-ESS3

Earth and Human Activity

SCI.K-ESS3-3

Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.