



Grade K Science - Unit 3 - Caring for Our Earth (mini unit)

Unit Focus

In this unit, kindergarteners will explore how their actions and choices can impact the land, water, and air. Through hands-on activities, read-alouds, and guided discussions, they will learn that even young children can help protect the environment by recycling, conserving water, and not littering. Students will understand that caring for the Earth supports all living things, and that working together as a class, family, and community can make a meaningful difference.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
Next Generation Science Standards Cross Cutting Concepts: K - Events have causes that generate observable patterns. (K-ESS3-3) (K.IRE.CC.2.1) - Systems in the natural and designed world have parts that work together. (K-ESS2-2), (K-ESS3-1) (K.IRE.CC.3.1) Disciplinary Core Ideas: K - Plants and animals can change their environment. (K-ESS2-2) (K.ESS2.E.1) - Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2),(K.ESS3-3) (K.ESS3.C.1) - Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (secondary to K.ESS3-3) (K.ETS1.B.1) Performance Expectations: K - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K.ESS2-2) - Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3) Science and Engineering Practices: K - Construct an argument with evidence to support a claim. (K-ESS2-2) (K.IRE.SEP.3.1) - Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3) (K.IRE.SEP.4.1) Madison Public Schools Profile of a Graduate - Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<i>Students will be able to independently use their learning to...</i> T1 Communicate effectively based on purpose, task, and audience to promote collective understanding and/or recommend actions.		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<i>Students will understand that...</i> U1 People’s actions affect the Earth. U2 We can make choices to help care for the land, water, air, and animals. U3 Even small actions can make a big difference. U4 Working together helps us solve problems and protect our environment.	<i>Students will keep considering...</i> Q1 How do people change the Earth? Q2 What can I do to help the Earth? Q3 Why is it important to take care of our land, water, and air? Q4 How can we work together to solve problems in our environment?	
	Acquisition of Knowledge and Skill		
Knowledge	Skill(s)		
<i>Students will know...</i> K1 People can pollute or protect the Earth. K2 Trash, littering, and wasting water or electricity can harm nature. K3 Recycling, reusing, and conserving are ways we can help. K4 Plants, animals, and people need clean air, water, and land to live. K5 Vocabulary: Environment, Reduce, Reuse, Recycle, Compost	<i>Students will be skilled at...</i> S1 Identify ways people hurt or help the environment. S2 Communicate solutions for reducing human impact (e.g., “Don’t litter,” “Turn off lights”). S3 Work with classmates to create posters, songs, or skits that share ways to protect the Earth. S4 Practice simple, positive habits like recycling or reusing.		