

Jay Curriculum: Unit Cover Page

Unit title: Insects

Grade Level: K

Content Area(s): Science

Date Created:

Designed By: Kindergarten Team

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A2 Describe characteristics of different living things
- D4 Describe ways in which individuals of the same species are alike and different
- E3 Group objects based on observable characteristics (e.g. color, size, texture)
- K3 Make observations
- C3 Explore magnifying devices and how they allow one to see in more detail

Unit: Insects

Brief Summary of Unit/Topic

Summary:

Students will investigate and observe the characteristics of insects. They will learn that insects are different than mammals, birds, and other animals. Students will study the details on models and actual insects using magnifying devices. Students will learn that there are a huge variety of insects that live in many places all around the world

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

1. An insect is a unique living creature with six legs and three body sections
2. (and if winged, have four wings)
3. Spiders are not insects
4. Some insects are helpful, some are harmful
5. Insects hatch from eggs
6. Insects have no voice but can make noise with body parts

Students will know:

1. An insect has three body sections and six legs
2. A magnifying device will provide a visual in greater detail than the naked eye
3. There are many different kinds of insects

Students will be able to:

1. Observe and record data
2. Describe characteristics of an insect
3. Demonstrate how to use a magnifying device

Enduring Understanding/s:

- Insects are living creatures with 6 legs and 3 body parts

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Given a picture or model, students can explain why it is or is not an insect	A2, D4, E3, K3			
Students will examine insects with magnifying devices to see more details	C3			
QUIZZES, TESTS, PROMPTS				
Given a picture or model of an insect, students will explain that the insect has three body parts and six legs				
Students will verbalize their observations that magnifying devices make things bigger				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

*All books and materials for Insects are boxed in a science tub

1. Insect hand-on discovery area with books, dozens of insects replicas and real specimens, puzzles, and bulletin boards.
2. Videos and filmstrips on insects
3. Writing and drawing activities
4. Nature walk to find and observe insects in their habitats. Bug catchers (jars and specimen boxes) and individual hand held magnifiers help for closer study.
5. Graphs and labeling
6. Reproduced booklets for reading factual information (Scholastic's "Insects" and others)
7. Many literature connections, both from fiction and nonfiction sources
8. Computer: CD's (Sammy's Science House), printing our writing about insects (with pictures), possible internet access for specific insect information.
9. Multiple cross curricula connections (e.g. counting, classifying and sorting insects, literature and writing journals, geographical awareness, etc.)

REFERENCES: