

## Changing Environments

Click on each lesson to access its online resources. Page numbers refer to pages in the Teacher Guide. Some links provide access to files created by the Core Knowledge Foundation, including PDF documents that you can download and view with the appropriate software (such as [Adobe Acrobat Reader DC](#)).

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## Online Resources

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## About this Unit

Page	Resource Links
2	<p>Note to Teachers and Curriculum Planners</p> <ul style="list-style-type: none"> <li>The learning progressions of Disciplinary Core Ideas <a href="#">ESS2.E</a> and <a href="#">ESS3.C</a> offers guidance regarding the scope and sequence of learning about the structure and function of living things as well as how living things process information in the elementary grades and beyond.</li> <li>Learn more about this core idea and its related content by reading the corresponding section of <a href="#">A Framework for K–12 Science Education</a>.</li> </ul> <p>See also the <a href="#">Teachers Resources</a> section of this guide.</p> <p><a href="#">To see an overview of the entire Core Knowledge Science program, visit this page.</a></p>
3	<p>This unit has been informed by the following Next Generation Science Standards (NGSS) Performance Expectations:</p> <p>Topic—From Molecules to Organisms: Structures and Processes</p> <ul style="list-style-type: none"> <li><a href="#">K-ESS2-2</a></li> <li><a href="#">K-ESS3-3</a></li> </ul>
10	<a href="#">Recommended Science Trade Books</a>
12	<p>NGSS References</p> <ul style="list-style-type: none"> <li><a href="#">DCI</a></li> <li><a href="#">CCC</a></li> <li><a href="#">SEP</a></li> </ul>
13	<ul style="list-style-type: none"><li><a href="#">Resources for Effective and Safe Classroom Activities</a></li></ul>
14	<ul style="list-style-type: none"><li><a href="#">Materials Supply List: Grade K Unit 3 Changing Environments</a></li></ul>

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## Unit Opener

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	Science and Engineering Practice: 7 <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Bottom of pages 71–74</a></li> </ul>
	Crosscutting Concept: 4 <i>Systems and System Models</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 91–94</a></li> </ul>

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## Lesson 1 Opener

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27	NGSS References <ul style="list-style-type: none"> <li>• <a href="#">DCI</a></li> <li>• <a href="#">CCC</a></li> <li>• <a href="#">SEP</a></li> </ul>

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	Science and Engineering Practices: <i>1 Asking Questions and Defining Problems</i> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 54–56</a></li> </ul> <i>7 Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Bottom of pages 71–74</a></li> </ul>
	Crosscutting Concept: <i>4 Systems and System Models</i> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 91–94</a></li> </ul>

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36	[VIDEO] <a href="#">The Four Seasons Song</a>
37	[VIDEO] <a href="#">Insects in the Winter</a> <a href="#">Rabbits in the Winter</a> <a href="#">Ways Animals Get Ready for Winter</a>

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41	<p>[IMAGES] <a href="#">Pictures of Australia Before and After Fires</a> <a href="#">Satellite Photos of a Campsite Before and After a Fire</a></p> <p><a href="#">Before and After Sliding Pictures of Canadian Flood</a></p>
42	<p>[IMAGES] <a href="#">Before and After Pictures of California Drought</a></p>

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	Science and Engineering Practices: 1 <i>Asking Questions and Defining Problems</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 54–56</a></li> </ul> 7 <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Bottom of pages 71–74</a></li> </ul>
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58	Disciplinary Core Idea: ESS2.E <i>Biogeology</i> <ul style="list-style-type: none"> <li>• From the Framework:  <a href="#">Pages 144–145</a></li> </ul>
	Science and Engineering Practices: <i>1 Asking Questions and Defining Problems</i> <ul style="list-style-type: none"> <li>• From the Framework:  <a href="#">Pages 54–56</a></li> </ul> <i>7 Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> <li>• From the Framework:  <a href="#">Bottom of pages 71–74</a></li> </ul>
	Crosscutting Concept: <i>4 Systems and System Models</i> <ul style="list-style-type: none"> <li>• From the Framework:  <a href="#">Pages 91–94</a></li> </ul>

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63	<p>Disciplinary Core Idea: ESS2.E <i>Biogeology</i></p> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Pages 144–145</a></li> </ul> <hr/> <p>Science and Engineering Practices: <i>1 Asking Questions and Defining Problems</i></p> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Pages 54–56</a></li> </ul> <p><i>7 Engaging in Argument from Evidence</i></p> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Bottom of pages 71–74</a></li> </ul> <hr/> <p>Crosscutting Concept: <i>4 Systems and System Models</i></p> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Pages 91–94</a></li> </ul>
66	<p>[VIDEO] <a href="#">Time-Lapse of Bean Growing</a> <a href="#">Time-Lapse of Oak Acorn</a></p> <p>[IMAGES] <a href="#">Tree Breaking Sidewalk</a> <a href="#">Leaves Covering Plants on the Ground</a> <a href="#">Dandelions in Field</a> <a href="#">Forest Floor</a> <a href="#">Aquatic Weeds</a></p>

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Page	Resource Links
81	NGSS References <ul style="list-style-type: none"> <li>• <a href="#">DCI</a></li> <li>• <a href="#">CCC</a></li> <li>• <a href="#">SEP</a></li> </ul>

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	Science and Engineering Practices: 1 <i>Asking Questions and Defining Problems</i> <ul style="list-style-type: none"> <li>• From the Framework:  <a href="#">Pages 54–56</a></li> </ul> 7 <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> <li>• From the Framework:  <a href="#">Bottom of pages 71–74</a></li> </ul>
	Crosscutting Concept: 4 <i>Systems and System Models</i> <ul style="list-style-type: none"> <li>• From the Framework:  <a href="#">Pages 91–94</a></li> </ul>

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87	<p>Disciplinary Core Idea: ESS2.E <i>Biogeology</i></p> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Pages 144–145</a></li> </ul> <p>Science and Engineering Practices: <i>1 Asking Questions and Defining Problems</i></p> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Pages 54–56</a></li> </ul> <p><i>7 Engaging in Argument from Evidence</i></p> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Bottom of pages 71–74</a></li> </ul> <p>Crosscutting Concept: <i>4 Systems and System Models</i></p> <ul style="list-style-type: none"> <li>From the Framework: <a href="#">Pages 91–94</a></li> </ul>
89	<p>[VIDEOS]</p> <p><a href="#">Squirrel</a></p> <p><a href="#">Groundhog</a></p> <p><a href="#">Ants</a></p> <p><a href="#">Woodpeckers</a></p> <p><a href="#">Web Worms</a></p> <p><a href="#">Locusts</a></p>

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96	[VIDEO] <a href="#">Beavers Change the Environment</a>

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98	<p>Performance Expectation:</p> <ul style="list-style-type: none"> <li>• <a href="#">K-ESS2-2</a> <a href="#">Evidence Statements</a> for K-ESS2-2</li> </ul> <hr/> <p>Disciplinary Core Idea: ESS2.E <i>Biogeology</i></p> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 144–145</a></li> </ul> <hr/> <p>Science and Engineering Practices: <i>1 Asking Questions and Defining Problems</i></p> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 54–56</a></li> </ul> <p><i>7 Engaging in Argument from Evidence</i></p> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Bottom of pages 71–74</a></li> </ul> <hr/> <p>Crosscutting Concepts: <i>2 Cause and Effect</i></p> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 87–89</a></li> </ul> <p><i>4 Systems and System Models</i></p> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 91–94</a></li> </ul>

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104	NGSS References <ul style="list-style-type: none"> <li>• <a href="#">DCI</a></li> <li>• <a href="#">CCC</a></li> <li>• <a href="#">SEP</a></li> </ul>

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105	Disciplinary Core Idea: ESS2.E <i>Biogeology</i> <ul style="list-style-type: none"> <li>• From the Framework:  <a href="#">Pages 144–145</a></li> </ul>
	Science and Engineering Practices: <i>1 Asking Questions and Defining Problems</i> <ul style="list-style-type: none"> <li>• From the Framework:  <a href="#">Pages 54–56</a></li> </ul> <i>7 Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> <li>• From the Framework:  <a href="#">Bottom of pages 71–74</a></li> </ul>
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110	Disciplinary Core Idea: ESS2.E <i>Biogeology</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 144–145</a></li> </ul>
	Science and Engineering Practices: 1 <i>Asking Questions and Defining Problems</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 54–56</a></li> </ul> 7 <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Bottom of pages 71–74</a></li> </ul>
	Crosscutting Concept: 4 <i>Systems and System Models</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 91–94</a></li> </ul>
112	[VIDEO] <a href="#">How Food Gets from the Farm to the Store</a>
113	[VIDEO] <a href="#">How Juice Gets from a Farm to the Store</a>
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	Science and Engineering Practices: 1 <i>Asking Questions and Defining Problems</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 54–56</a></li> </ul> 7 <i>Engaging in Argument from Evidence</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Bottom of pages 71–74</a></li> </ul>
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	Crosscutting Concepts: <i>2 Cause and Effect</i> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 87-89</a></li> </ul> <i>4 Systems and System Models</i> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 91-94</a></li> </ul>

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## Lesson 5, Segment 1

Page	Resource Links
132	Disciplinary Core Idea: ESS3.C <i>Human Impacts on Earth Systems</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 194–196</a></li> </ul>
	Science and Engineering Practice: <i>8 Obtaining, Evaluating, and Communicating Information</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 74–77</a></li> </ul>
	Crosscutting Concept: <i>2 Cause and Effect</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 87–89</a></li> </ul>
135	[VIDEO] <a href="#">The 3 Rs</a>

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## Lesson 5, Segment 2

Page	Resource Links
137	Disciplinary Core Idea: ESS3.C <i>Human Impacts on Earth Systems</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 194–196</a></li> </ul>
	Science and Engineering Practice: <i>8 Obtaining, Evaluating, and Communicating Information</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 74–77</a></li> </ul>
	Crosscutting Concept: <i>2 Cause and Effect</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 87–89</a></li> </ul>
140	[VIDEO] <a href="#">What Happens at a Recycling Plant</a>

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## Lesson 5, Segment 3

Page	Resource Links
142	<p>Performance Expectation:</p> <ul style="list-style-type: none"> <li>• <a href="#">K-ESS3-3</a> <a href="#">Evidence Statements</a> for K-ESS3-3</li> </ul> <p>Disciplinary Core Idea: ESS3.C <i>Human Impacts on Earth Systems</i></p> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 194–196</a></li> </ul> <p>Science and Engineering Practice: <i>8 Obtaining, Evaluating, and Communicating Information</i></p> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 74–77</a></li> </ul> <p>Crosscutting Concept: <i>2 Cause and Effect</i></p> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 87–89</a></li> </ul>
144	[VIDEO] <a href="#">How to Wash your Hands</a>

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## Lesson 5, Segment 4

Page	Resource Links
146	Disciplinary Core Idea: ESS3.C <i>Human Impacts on Earth Systems</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 194–196</a></li> </ul>
	Science and Engineering Practice: <i>8 Obtaining, Evaluating, and Communicating Information</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 74–77</a></li> </ul>
	Crosscutting Concept: <i>2 Cause and Effect</i> <ul style="list-style-type: none"> <li>From the Framework:  <a href="#">Pages 87–89</a></li> </ul>
151	[VIDEO] <a href="#">Reduce, Reuse, Recycle</a>

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## Lesson 5, Segment 5

Page	Resource Links
156	Performance Expectation: <ul style="list-style-type: none"> <li>• <a href="#">K-ESS3-3</a> <a href="#">Evidence Statements</a> for K-ESS3-3</li> </ul>
	Disciplinary Core Idea: ESS3.C <i>Human Impacts on Earth Systems</i> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 194–196</a></li> </ul>
	Science and Engineering Practice: <i>8 Obtaining, Evaluating, and Communicating Information</i> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 74–77</a></li> </ul>
	Crosscutting Concept: <i>2 Cause and Effect</i> <ul style="list-style-type: none"> <li>• From the Framework: <a href="#">Pages 87–89</a></li> </ul>

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[Unit Supplement →](#)

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## Unit Supplement

Page	Resource Links
160	Understandings About the Nature of Science <ul style="list-style-type: none"> <li>• <a href="#"><i>Scientific Investigations Use a Variety of Methods</i></a></li> <li>• <a href="#"><i>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</i></a></li> <li>• <a href="#"><i>Science Addresses Questions About the Natural and Material World</i></a></li> <li>• <a href="#"><i>Science Is a Way of Knowing</i></a></li> <li>• <a href="#"><i>Science Is a Human Endeavor</i></a></li> </ul>
	Connection to Engineering, Technology and Applications of Science <ul style="list-style-type: none"> <li>• <a href="#"><i>Influence of Engineering, Technology, and Science on Society and the Natural World</i></a></li> </ul>

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[Teacher Resources →](#)

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## Teacher Resources

Page	Resource Links
13	<a href="#">Resources for Effective and Safe Classroom Activities</a>
14	<a href="#">Materials Supply List: Grade K Unit 3 <i>Changing Environments</i></a>
196	<a href="#">Activity Pages Answer Key</a>
200	Safety in the Science Classroom: <ul style="list-style-type: none"> <li>• <a href="#">NSTA Safety Resources</a></li> <li>• <a href="#">Safety Resources for Elementary Teachers</a></li> </ul>
	<b>Teacher Guide Appendices:</b> <ul style="list-style-type: none"> <li>• <a href="#">Appendix A: Glossary</a></li> <li>• <a href="#">Appendix B: Safety for Activities</a></li> <li>• <a href="#">Appendix C: Strategies for Acquiring Materials</a></li> <li>• <a href="#">Appendix D: Advance Preparation</a></li> <li>• <a href="#">Appendix E: Unexpected Activity Results</a></li> </ul>

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