

Lakewold Gardens Deep Discovery Video Series Curriculum Standards

Deep Discovery Script 5 - Grade 5

- Explore Nature and Art through Guided Observation.
- Theme: People & Land - Human Relationship to Land in PNW
- Subthemes – History of the Pacific Northwest, Native American connections to the land, Asian Immigrants/Asian American connections to land/farming; Displacement, incarceration and/or relocation, Heat Maps and inequities, impacts of climate on people/fish, Development and Climate Change, What people (students) can do to help solve problems, Forest & Forest health, Nutrient recycling, Community gardens.

Washington Visual Arts Standards

Visual Arts (VA) Anchor Standard 7 – Perceive and analyze artistic work.

Performance Standard - Responding

- VA:Re7.2.5 - Identify and analyze cultural associations suggested by visual imagery.

(VA) Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard - Connecting

- VA:Cn11.1.5 - Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Environmental & Sustainability Education (ESE)

ESE Standard 1: Ecological, Social, and Economic Systems. Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.

ESE Standard 2: The Natural and Built Environment. Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

ESE Standard 3: Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

History

H2: Understand and analyzes causal factors that have shaped major events in history.

- H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.

Geography

GG2: Understands human interaction with the environment.

- G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.

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- G2.5.2 Explain how culture influences the way people modify and adapt to their environments.
- G2.5.3 Explain how the cultural and environmental characteristics of places change over time.
- G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.

Since Time Immemorial (STI): Tribal Sovereignty in Washington State

- Unit 1: Encounter, Colonization, & Devastation Tribal Homelands
 - ○ To understand the founding of our country, it is important to consider the causes and consequences of colonization of the Americas for the tribes who live in the land that was colonized.
 - Essential Questions:
 - How does physical geography affect Northwest Tribes' culture, economy, and where they choose to settle and trade?
 - What are local tribes doing to meet the challenges of reservation life? What are these tribes, as sovereign nations, doing to meet the economic and cultural needs of their tribal communities?

Next Generation Science Standards (NGSS)

Physical Science

- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science

- 5-LS1-1. Support an argument that plants get the material they need to for growth chiefly from air and water.
- 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Earth and Space Science

- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Engineering Design

- 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

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- o 3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.