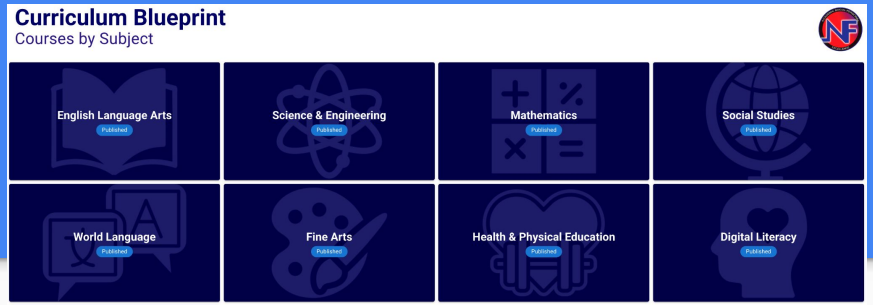
Introducing Eduplanet

New Fairfield Public Schools
Board of Education Meeting
March 20, 2025

What is Eduplanet?



1. Dynamic Curriculum Design Tool

- Provides collaborative, customized curriculum design formats (UbD-aligned)
- Allows shared access across PK-12 staff
- Aligns curriculum, assessment, and instructional documents to Standards and analyzes them to inform adjustments
- Provides student-accessible curriculum storyboard templates for connecting curriculum to instruction in the classroom

Unit Design Example

Unit 1: Uncovering the Role of Cells in Life

Draft Date	Course	Grades	Subjects	Team
11-15-2024 @ 02:15	Science - Grade 7	7	Science & Engineering	Jean Gephart

Focus of the Story

Is a corn kernel alive? How do you know?

We begin our year exploring these questions to understand the characteristics of life. By planting corn kernels, using microscopes, and conducting experiments, we gather evidence to answer whether corn kernels are alive to understand the hidden processes inside their cells.

About the Learner

In 6th grade, students built foundational knowledge of matter, energy flow, and system interactions, exploring
experiences prepared them to understand living things as systems, connect cellular processes like photosynth
structures and functions. In 7th grade, they deepen this understanding, laying the groundwork for genetics and

Possible Misconceptions:

- Cells are not alive because they are too small to see or act independently.
- All cells are identical and perform the same functions.
- Plants and animals do not share similar cellular structures or processes.
- Energy production in cells (like photosynthesis) occurs in all cell types, not just specific organelles lik

Stage 1: Learning Goals

Established Goals

Standards

Next Generation Science Standards

Performance Expectations: Middle School Life Sciences

- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. *(MS-LS1-1)*
- Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. *(MS-LS1-2)*
- Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. *(MS-LS1-3)*

Transfer

Long-Term Transfer Goals

What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...

- Students will use their learning to model phenomena from multiple perspectives for understanding and communication to others. *(T1)*

Meaning

Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- All living organisms are composed of cells that carry out essential functions such as energy transfer, growth, and response to stimuli, even if these functions are not always immediately observable (e.g., dormant seeds). *(U1)*
- The structure of cells and their organelles is directly related to their functions. These specialized structures work together to sustain life processes, enable growth, and support reproduction. *(U2)*

Essential Questions

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

- How do we know if something is living or nonliving, and what evidence can we use to prove it? *(Q1)*
- Why do plant and animal cells have different structures, and how do these differences help them do their jobs and support life? *(Q2)*
- How do cells get the energy they need to function? *(Q3)*

Curriculum Storyboards

Units

UNIT 1

Unit 1: Uncovering the Role of Cells in Life

FOCUS OF THE STORY

Is a corn kernel alive? How do you know?

We begin our year exploring these questions to understand the characteristics of life. By planting corn kernels, using microscopes, and conducting experiments, we gather evidence to answer whether corn kernels are alive to understand the hidden processes inside their cells.

UNIT 2

Unit 2: Understanding Genetic Inheritance

FOCUS OF THE STORY

Why do siblings, even twins, look a little different?

We examine cells more closely to learn about DNA and how traits are passed down and shaped by the environment. Through activities like using Punnett squares to predict traits and growing different plants, we uncover how genetics applies to real-world challenges in farming, medicine, and beyond.

UNIT 3

Unit 3: How Adaptations Drive

FOCUS OF THE STORY

How does what you do impact if a species thrives or becomes extinct?

Building on what we learned about genetics, we investigate how traits, the environment, and human actions determine whether animals survive or go extinct. Peppered moths and woolly mammoths help us examine how species change over time and what we can do to protect them.

UNIT 4

Unit 4: Human Choices and Their Impact

FOCUS OF THE STORY

How might our snack choices affect the rainforest and animals that live there?

Continuing our study of adaptation and ecosystems, we connect how the ingredients in everyday snacks, like candy bars, are sourced and how those choices impact plants, animals, and their habitats. We investigate the effects of farming practices on ecosystems to uncover how humans shape life on Earth. This can help us make informed, sustainable decisions for the future.

UNIT 5

Unit 5: Earth's History Through Fossils

FOCUS OF THE STORY

How could fossils from the same animal be found on continents separated by oceans?

Combining what we have learned about ecosystems, extinction, and adaptation, we see how Earth's shifting surface affects the survival of plants, animals, and their habitats. Using fossils, rocks, and maps, we investigate how Earth's changes connect to a species' evolution and extinction and predict how Earth's puzzle pieces continue to shift and reshape the world.

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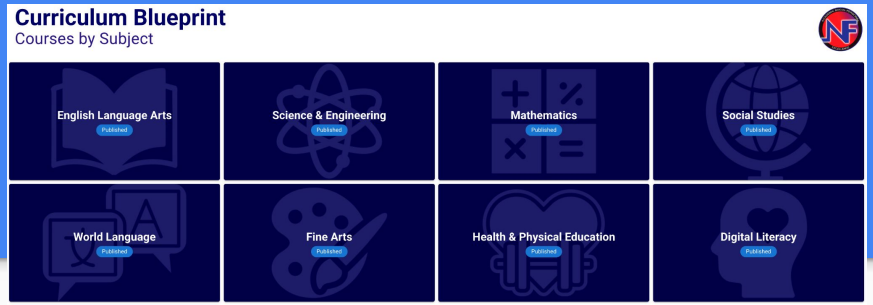
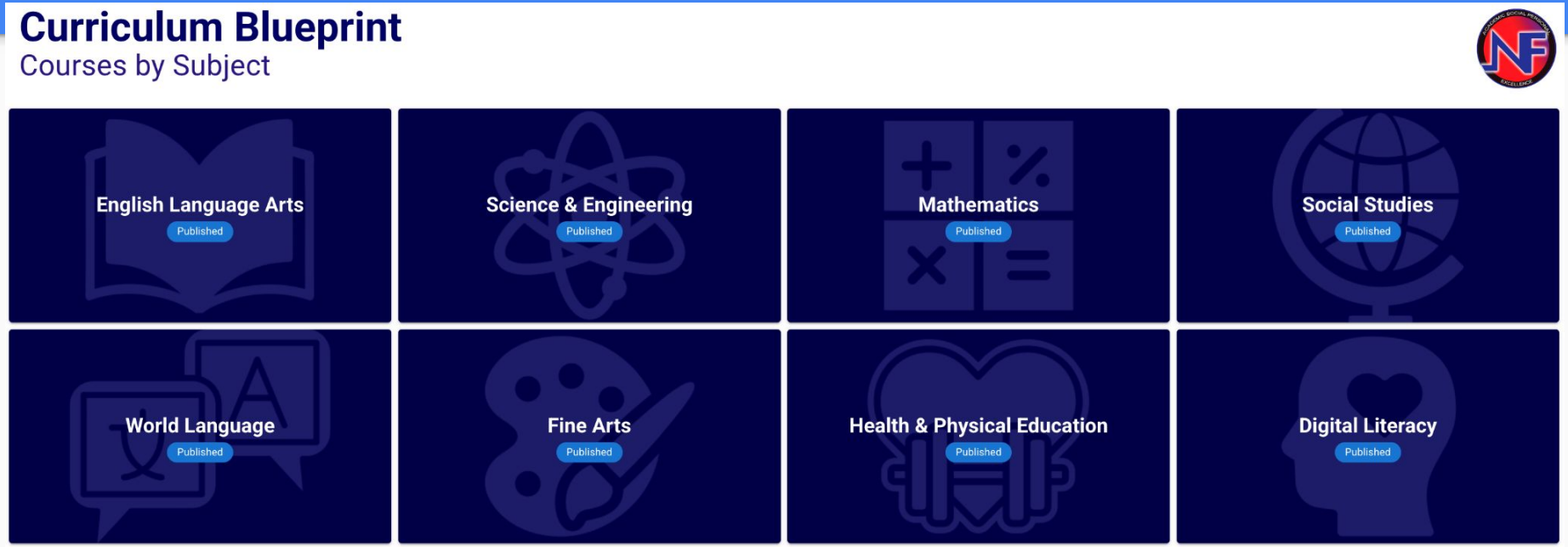


2. Forward-Facing Curriculum Platform

- Provides user-friendly curriculum access to families and the community
- Allows for timely updates of curriculum on NFPS website

NFPS Curriculum Blueprint (www.newfairfieldschools.org)



For Families

Grade 2 Unit Summaries

Unit 1 - The Interdependence of Plants and Animals

How can flowers bloom in one of the hottest, driest places on Earth? Second graders begin their year as scientists measuring and collecting data with plants to understand what they need to grow best. While studying the structure of plant seeds, they use models to understand seed dispersal and how animals play an important part in making sure plant seeds are able to spread and grow in new places. Students investigate how different seed structures function to allow seeds to do this in different ways. Finally, students examine the different habitats across the Earth - forests, oceans, deserts, grasslands, and swamps - and how different plants and animals are best suited for where they live.
[less]

Unit 2 - Properties of Matter

How is a metal - like gold or silver - changed from solid to liquid? That real-world phenomenon launches second graders into their study of matter. Students use observation skills to describe different characteristics and properties of matter. They investigate the effects of heating and cooling on states of matter and which materials are good insulators of heat and which materials are not. They also study how different materials can change or be combined in ways that may be reversible or irreversible. Throughout this unit, students use what they learn about the properties of different materials to solve design problems, like designing an oven mitt and building a tower out of paper. They might even be able to keep an ice cube from melting!
[less]

Unit 3 - Earth's Systems: How the Earth Changes

How can rivers be different colors? In this unit, second graders integrate observation skills and mapping skills to study how the Earth's land and water has changed over time. They learn about erosion and use models to understand why there is sand on a beach and how water makes canyons through mountains. Students locate these landforms on maps to note the connections to nearby bodies of water. They conduct experiments to observe erosion and design solutions to prevent it, understanding that people can make choices to protect the land. While Earth's processes such as erosion are slow, students also learn about processes like earthquakes and volcanic eruptions that can cause much faster changes to the Earth.
[less]

More For Families

Unit 1 - The Interdependence of Plants and Animals

Focus of the Story

How can flowers bloom in "Death Valley", one of the hottest, driest places on Earth? As we begin our year as scientists, we experiment with plants to understand what they need to grow best. Then we study plant seeds and use models to see how animals play an important part in making sure plant seeds are able to spread and grow in new places. We see how different seeds do this in different ways. All of this helps us examine the different habitats across the Earth - forests, oceans, deserts, grasslands, and swamps - and how different plants and animals are best suited to where they live.

Stage 1: Learning Goals

Established Goals

Standards

Next Generation Science Standards

Performance Expectations: 2

- Plan and conduct an investigation to determine if plants need sunlight and water to grow. *(2-LS2-1)*
- Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. *(2-LS2-2)*
- Make observations of plants and animals to compare the diversity of life in different habitats. *(2-LS4-1)*

Vision of a Learner

- **Knowledgeable Scholars:** Pursue their interests and make meaning while developing a depth of background knowledge in all of the core academic domains as well as in life skills such as financial literacy, that they can use to solve problems and succeed in life. *(VOL1)*

Transfer

Long-Term Transfer Goals

What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...

- Students will use their learning to question and seek answers as they make sense of real-world phenomena. *(T1)*
- Students will use their learning to model phenomena from multiple perspectives for understanding and communication to others. *(T2)*

Meaning

Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- Plants need water and light to grow. *(U1)*
- Many plants depend on animals for pollination or to disperse their seeds. *(U2)*
- There are many different kinds of living things in different environments throughout the earth. *(U3)*

Essential Questions

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

- What do plants need to grow? *(Q1)*
- How do animals help plants reproduce? *(Q2)*
- How are plants and animals in different habitats different? *(Q3)*

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall? Students will know...

- Water and light, from the sun or another source, are essential for the growth of plants. *(K1)*
- Soil can be helpful, but is not essential, for plant growth. *(K2)*
- Some plants depend on the wind to disperse their seeds or pollen while many depend on animals to disperse their seeds or pollen. *(K3)*
- There are different habitats such as deserts, grasslands, oceans, forests, and swamps. *(K4)*
- There are many different organisms in each of these different habitats that are suited to live there. *(K5)*
- **Vocabulary:** Habitat, Organism, Seed, Pollen, Disperse, Variety *(K6)*

Skills

What discrete skills and processes should students be able to use? Students will be skilled at...

- Raising questions about the needs of plants. *(S1)*
- Planning and carrying out an investigation to test how water and light affect plant growth. (Note opportunities for applying measurement skills and data recording.) *(S2)*
- Developing a model to show how animals help disperse seeds or pollen. *(S3)*

NFPS Curriculum Blueprint (www.newfairfieldschools.org)