

SUBJECT: SCIENCE

1st GRADE LEVEL

Unit & Marking Periods	Essential Question	Content	Skills	Assessments	Standards
Marking Period 1	<p>How is grouping things helpful?</p> <p>How can you group animals?</p> <p>How are animals alike/different ?</p>	Animal Groups	<p>Identify the 5 animal groups- birds, fish, amphibians, reptiles and mammals.</p> <p>Sort and classify animals into 5 groups based on their characteristics.</p>	<p>Teacher/student discussion</p> <p>Teacher observations</p> <p>Animal sort</p> <p>Animal Group Test</p> <p>Performance Task</p>	<p>2.5.3.2.D.A</p> <p>2.5.3.2.D.1</p> <p>2.5.3.2.E.B</p> <p>5.3.2.A.1</p>

<p>Marking Period 2</p>	<p>What does the word solid make you think about?</p> <p>Liquid?</p> <p>How do we use our senses?</p> <p>How can you classify non-living things?</p>	<p>Solids and Liquids</p>	<p>Properties of solids/liquids</p> <p>Become familiar with the proper use of science tools/scientific method</p> <p>Gather/interpret/record data</p> <p>Compare/contrast properties of solids/liquids/gases</p> <p>Sort solids by properties</p> <p>Keep a science journal of observations, questions, reflections</p> <p>Use vocabulary, tables, charts, diagrams, pictures to represent data</p> <p>Properties of matter can change state as a result of heating and cooling</p> <p>Show that not all substances respond the same way when heated and cooled</p>	<p>Students will keep a solids and liquids science journal to record observations</p> <p>Teacher Student discussion</p> <p>Compare and Contrast through Venn Diagrams</p> <p>Performance Task</p>	<p>5.2.2.A</p> <p>5.2.2.A.b</p> <p>5.2.2.A.2</p> <p>5.2.2.A.1</p>
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<p>Marking Period 3</p>	<p>When you hear the word cycle, what do you think of?</p> <p>What do you think a life cycle is?</p> <p>How do living things change?</p>	<p>Life Cycles</p>	<ul style="list-style-type: none"> - Investigate metamorphosis of a butterfly. -Sequence the stages of growth in a butterfly/frog. -Use vocabulary when discussing the stages of a butterfly/frog. -Investigate metamorphosis of frog/butterfly. -Compare and contrast butterflies life cycle to other species lifecycles. -Observe butterflies/ frogs in their habitat. 	<p>Teacher/student discussions</p> <p>Teacher Observations</p> <p>Life cycle booklet</p> <p>Label lifecycle stages of a butterfly and frog.</p> <p>Performance Task</p>	<p>5.3.2.D.1</p> <p>5.3.2.D.2</p> <p>5.3.2.D.b</p> <p>2.5.3.2.D</p>
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<p>Marking Period 4</p>	<p>How do we use our senses to observe the weather?</p> <p>How does weather affect our daily lives?</p> <p>How does observing the weather help us predict the forecast?</p>	<p>Weather</p>	<ul style="list-style-type: none"> -Discusses any recording information about weather features. -Using simple tools to estimate wind speed and measure temperature and rainfall. -Observing differences in types of clouds. -Organizing weather data on graphs and long term data collection on charts. -Interpreting and summarizing long term weather data. -Learn how to read a thermometer. -Recognize weather patterns by charting 	<p>Teacher student discussions</p> <p>Teacher observations</p> <p>Recording the daily weather</p>	<p>5.4.2.G.1, 5.4.2.G.2, 5.4.2.F.1</p> <p>5.4.2.F.a</p>
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the weather.

-compare, citing evidence, the heating of different colored objects when placed in full sunlight.

-discover the relationship between a light source and solid object , shadows result.

-Observe and experiment the process of evaporation.

-Record the changes in puddles that take place as water evaporates.

-Record data of evaporation in science journal.

-Identify and use water conservation practices.

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