



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2011

Subject Content: SCIENCE

Grade: 1st

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Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic BIOLOGICAL SCIENCE Basic Needs of organisms Living/Nonliving	Unit/Topic BIOLOGICAL SCIENCE Basic structures and related functions of plants and animals Plant and animal life cycles
CORE CONTENT 4.1 SC-EP-3.4.1 Students will explain the basic needs of organisms. Organisms have basic needs. For example, animals need air, water and food; plants need air, water, nutrients and light. Organisms can survive only in environments in which their needs can be met. DOK 2 SC-EP-3.4.2 Students will understand that things in the environment are classified as living, nonliving and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures). DOK	CORE CONTENT 4.1 SC-EP-3.4.3 Students will describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival. Each plant or animal has observable structures that serve different functions in growth, survival and reproduction. For example, humans have distinct body structures for walking, holding, seeing and talking. These observable structures should be explored to sort, classify, compare and describe organisms. DOK 2 SC-EP-3.4.4 Students will describe a variety of plant and animal life cycles to understand patterns of the growth, development, reproduction and death of an organism. Plants and animals have life cycles that include the beginning of life, growth and development, reproduction and death. The details of a life cycle are different for different organisms. Observations of different life cycles should be made in order to identify patterns and recognize similarities and differences. DOK 2

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Identify Sub-Topics</p> <p>Living things have needs and change as they grow.</p> <p>Living and Nonliving things</p>	<p>Identify Sub-Topics</p> <p>Basic needs of animals.</p>	<p>Identify Sub-Topics</p> <p>Basic needs of plants.</p>	<p>Identify Sub-Topics</p> <p>basic structures and related functions of plants and animals</p>	<p>Identify Sub-Topics</p> <p>basic structures and related functions of plants and animals</p> <p>plant and animal life cycles</p>	<p>Identify Sub-Topics</p> <p>plant and animal life cycles</p>
<p>I CAN STATEMENTS:</p> <p>I can classify things as living, nonliving or once living.</p>	<p>I CAN STATEMENTS:</p> <p>I can identify the basic needs of animals.</p>	<p>I CAN STATEMENTS:</p> <p>I can identify the basic needs of plants.</p>	<p>I CAN STATEMENTS:</p> <p>I can name and describe different types of animals.</p> <p>I can explain the parts of a flower.</p> <p>I can identify different parts of an animal that help it adapt to its environment.</p>	<p>I CAN STATEMENTS:</p> <p>→→→→same</p>	<p>I CAN STATEMENTS:</p> <p>I can model and describe life cycles of plants.</p> <p>I can model and describe life cycles of animals.</p>
<p>Critical Vocabulary</p> <p>Living Nonliving Once Living</p>	<p>Critical Vocabulary</p> <p>Animals (Water, Food, Air, Shelter) Forest Desert Ocean Rain Forest Environment</p>	<p>Critical Vocabulary</p> <p>Plants (Water, Air, Food)</p> <p>Animals (Water, Food, Air, Shelter)</p>	<p>Critical Vocabulary</p> <p>Mammal Bird Reptile Amphibian Fish Insects</p> <p>Flower, Roots, Stem Leaves, Seeds</p> <p>Environment, Adaptations Body Structure Body coverings</p>	<p>Critical Vocabulary</p> <p>→→→→same</p> <p>→→→→same</p>	<p>Critical Vocabulary</p> <p>Life Cycle Reproduction</p> <p>Metamorphosis Parts of a seed (embryo, seed coat, stored food) Sprout Growth</p>

<p>Suggested Strategies/Activities</p> <p>Venn Diagram</p> <p>Students create Venn diagram labeling left circle Living, right circle Nonliving, center once living.</p>	<p>Suggested Strategies/Activities</p> <p>Classification sorting project-</p> <p>Students classify magazine photos according to characteristics. (fish, amphibians, reptiles, birds, and mammals)</p>	<p>Suggested Strategies/Activities</p> <p>Lima Bean Journal project-</p> <p>Place lima beans in various containers with various water, light etc.</p> <p>Students will watch and journal results.</p>	<p>Suggested Strategies/Activities</p> <p>Watch brainpopjr. Video on parts of a plant.</p> <p>Vocabulary Cards that have names of types of animals (mammals, fish, amphibian and reptile) on one side and pictures on the other side.</p> <p>T-chart students pick a couple animals and list how they are alike and how they are different.</p>	<p>Suggested Strategies/Activities</p> <p>Classify pictures of animals according to their characteristics.</p>	<p>Suggested Strategies/Activities</p> <p>Watch brainpopjr. Video on the lifecycle of a plant</p> <p>Plant seeds</p> <p>Students observe and journal as plant grows.</p>
<p>Balanced Assessment: Formative</p> <p>Oral Response Science Journal Open Response</p> <p>Summative</p> <p>Venn Diagram</p> <p>Common (PLC Teams will design the common</p>	<p>Balanced Assessment: Formative</p> <p>Oral Response Science Journal Open Response</p> <p>Summative</p> <p>Classification sorting project.</p> <p>Common (PLC Teams will design the common</p>	<p>Balanced Assessment: Formative</p> <p>Oral Response Science Journal Open Response</p> <p>Summative</p> <p>Written assessment over content covered over the first 3 weeks.</p> <p>Common (PLC Teams will design the common</p>	<p>Balanced Assessment: Formative</p> <p>Color and label the parts of a flower from cut out words. Science Journal Open response Matching worksheets for animal groups</p> <p>Summative</p> <p>Label the parts of a plant on a diagram.</p> <p>Categorize pictures of animals on a chart by the type of animal.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative</p> <p>Science Journal Open response</p> <p>Summative</p> <p>Categorize pictures of animals cut from magazines by their characteristics</p> <p>Common (PLC Teams design the common</p>	<p>Balanced Assessment: Formative</p> <p>Organize a group of pictures in a timeline to show the lifecycle of plants and animals. Quizzes on websites about videos</p> <p>Summative</p> <p>Picture book illustrating and writing about the lifecycle of a butterfly. (Writing to demonstrate learning)</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>

assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)		assessments, i.e., grade level, and/or depts..)	
<p>Resources Needed</p> <p>Materials: poster board, magazines, scissors, glue, marker.</p> <p>www.discoveryeducation.com www.lessonpathways.com Brainpopjr.com</p>	<p>Resources Needed</p> <p>Materials: poster boards, scissors, magazines, glue, marker.</p> <p>www.discoveryeducation.com www.lessonpathways.com Brainpopjr.com</p>	<p>Resources Needed</p> <p>Materials: lima beans, soil, paper towels, cups, journal paper etc.</p> <p>www.discoveryeducation.com www.lessonpathways.com Brainpopjr.com</p>	<p>Resources Needed</p> <p>Materials: crayons construction paper etc.</p> <p>www.brainpopjr.com/science/plants/partsofaplant/ www.discoveryeducation.com www.lessonpathways.com</p>	<p>Resources Needed</p> <p>Materials needed: magazines, scissors glue, construction paper etc.</p> <p>www.discoveryeducation.com www.lessonpathways.com</p>	<p>Resources Needed</p> <p>Materials: seeds, soil, cups, water, journal paper etc.</p> <p>www.brainpopjr.com/science/plants/plantlifecycle/ www.discoveryeducation.com www.lessonpathways.com</p>

Weeks 7-9	Weeks 10-12
<p>Unit/Topic UNIFYING CONCEPTS Relationships of plants and animals (ecosystems) Sun providing light and heat to the earth.</p>	<p>Unit/Topic UNIFYING CONCEPTS BIOLOGICAL SCIENCE Cause and effect relationships between organisms and environments Fossils</p>
<p>CORE CONTENT 4.1</p> <p>SC-EP-4.6.1 Students will describe basic relationships of plants and animals in an ecosystem (food chains).</p> <p>Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants. Basic relationships and connections between organisms in food chains can be used to discover patterns within ecosystems.</p> <p>DOK 2</p>	<p>CORE CONTENT 4.1</p> <p>SC-EP-4.7.1 Students will describe the cause and effect relationships existing between organisms and their environments.</p> <p>The world has many different environments. Organisms require an environment in which their needs can be met. When the environment changes some plants and animals survive and reproduce and others die or move to new locations.</p> <p>DOK 2</p> <p>SC-EP-3.5.1</p>

<p>Basic Needs Depend Food Chain</p>	<p>Herbivore Carnivore Omnivore</p>	<p>Observe Explain Sun Rays</p>	<p>Organisms Interact Environment Migrate Hibernation</p>	<p>Organisms Interact Environment Migrate Hibernation</p>	<p>Fossils Describe</p>
<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>
<p>Vocabulary Cards</p> <p>Food Chain pyramids</p> <p>Matching worksheets.</p> <p>Graphic organizers</p> <p>Videos</p>	<p>Vocabulary Cards</p> <p>Matching worksheets.</p> <p>Graphic organizers</p> <p>Videos</p> <p>Matching Games</p> <p>Classify animals by what they eat.</p>	<p>Vocabulary Cards</p> <p>Graphic Organizer-have students observe the sky at different times during the day and journal their observations.</p> <p>Predict-Students predict will it be warmer in the sun or shade. Place a thermometer in a sunny place and in a shady place. Have students compare the temperature in each area.</p> <p>Place an ice cube</p>	<p>Vocabulary Cards/games</p> <p>Graphic organizers</p> <p>Videos</p> <p>Matching worksheets (match animal with correct environment)</p> <p>Project</p> <p>Student cut and paste pictures of animals to their correct environment on a chart.</p>	<p>Vocabulary Cards/games</p> <p>Graphic organizers</p> <p>Videos</p> <p>Use science made simple website below to show what animals and insects do during winter.</p> <p>Worksheets</p>	<p>Vocabulary Cards/games</p> <p>View the fossil exhibits at The Museum of Natural History. Click on the thumbnails to view a larger photo and description of each fossil.</p> <p>Students make their own fossil out of macaroni (See Making friends link below)</p> <p>Hands on activities</p> <p>Videos</p> <p>Graphic organizers</p> <p>Worksheets</p> <p>Leveled readers from Reading Street series</p>

		<p>in a sunny spot and one in a shady spot. Have students check ice cubes every 5 minutes to see which one melts faster.</p> <p>Students will then explain what made one ice cube melt faster.</p> <p>Videos</p>			
<p>Balanced Assessment: Formative</p> <p>Classroom observations during experiments. Journal entries from students.</p> <p>Graphic organizers Oral Response Open Response</p> <p>Summative</p> <p>Construct food chain pyramid.</p>	<p>Balanced Assessment: Formative</p> <p>Classroom observations during experiments. Journal entries from students.</p> <p>Graphic organizers Oral Response Open Response</p> <p>Summative</p> <p>Project classifying animals on a</p>	<p>Balanced Assessment: Formative</p> <p>Classroom observations during experiments. Journal entries from students.</p> <p>Graphic organizers Oral Response Open Response</p> <p>Summative</p> <p>Chapter test- Multiple choice</p>	<p>Balanced Assessment: Formative</p> <p>Classroom observations Journal entries Oral Response Open Response Graphic organizers</p> <p>Summative</p> <p>Diorama of an environment depicting</p>	<p>Balanced Assessment: Formative</p> <p>Classroom observations Journal entries Open responses Oral Response Worksheets Graphic Organizers</p> <p>Summative</p> <p>Students use graphic organizer to categorize animals that migrate and hibernate</p>	<p>Balanced Assessment: Formative</p> <p>Classroom observations Journal entries Open responses Graphic organizers</p> <p>Students dig for dinosaur bones in a container of sand and rocks. (Geo safari dinosaur dig kit) Students demonstrate how paleontologists used brushes, picks, etc. to carefully dig for fossils.</p> <p>Students complete graphic organizer to compare skeleton of human and dinosaur.</p> <p>Summative</p> <p>Multiple choice and short answer test Open Response</p>

<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>chart by what they eat. Cut and past from magazines etc.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>animals and plants in that environment.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
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<p>Weeks 13-15</p>	<p>Weeks 16-18</p>
<p>Unit/Topic EARTH/SPACE SCIENCE Earth materials using their properties.</p>	<p>Unit/Topic EARTH/SPACE SCIENCE Patterns in weather Properties, locations, and movements of sun and moon.</p>

CORE CONTENT 4.1			CORE CONTENT 4.1		
<p>SC-EP-2.3.1 Students will describe earth materials (solid rocks, soils, water and gases of the atmosphere) using their properties.</p> <p>Earth materials include solid rocks and soils, water and the gases of the atmosphere. Minerals that make up rocks have properties of color, luster and hardness. Soils have properties of color, texture, the capacity to retain water and the ability to support plant growth. Water on Earth and in the atmosphere can be a solid, liquid or gas.</p> <p style="text-align: center;">DOK 2</p>			<p>SC-EP-2.3.2 Students will describe patterns in weather and weather data in order to make simple predictions based on those patterns discovered.</p> <p>Weather changes from day to day and over seasons. Weather can be described using observations and measurable quantities such as temperature, wind direction, wind speed and precipitation. Simple predictions can be made by analyzing collected data for patterns.</p> <p style="text-align: center;">DOK 2</p> <p>SC-EP-2.3.3 Students will describe the properties, locations and real or apparent movements of objects in the sky (Sun, moon).</p> <p>Objects in the sky have properties, locations and real or apparent movements that can be observed and described. Observational data, patterns, and models should be used to describe real or apparent movements.</p> <p style="text-align: center;">DOK 2</p>		
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Solids/Rocks Liquids/Water Gases/Air	Solids/Rocks Liquids/Water Gases/Air	Solids/Rocks Liquids/Water Gases/Air	Weather	Four Seasons	Sun and Moon

<p>I CAN STATEMENTS:</p> <p>I can use my five senses to describe materials found on earth.</p> <p>I can examine the properties of minerals that make up rocks.</p>	<p>I CAN STATEMENTS:</p> <p>→→→→same</p>	<p>I CAN STATEMENTS:</p> <p>→→→→same</p>	<p>I CAN STATEMENTS:</p> <p>I can define weather.</p> <p>I can illustrate different forms of weather.</p>	<p>I CAN STATEMENTS:</p> <p>I can compare the four seasons.</p>	<p>I CAN STATEMENTS:</p> <p>I can illustrate objects in the sky.</p> <p>I can demonstrate how objects in the sky move.</p> <p>I can identify objects in the sky during the day and night.</p>
<p>Critical Vocabulary</p> <p>Rocks Soil Water Minerals Texture Luster Hardness Streak</p>	<p>Critical Vocabulary</p> <p>Rocks Soil Water Minerals Texture Luster Hardness Streak</p>	<p>Critical Vocabulary</p> <p>Rocks Soil Water Minerals Texture Luster Hardness Streak</p>	<p>Critical Vocabulary</p> <p>Weather Precipitation (Rain, snow, sleet) Hot/Cold Temperature Thermometer Water Cycle</p>	<p>Critical Vocabulary</p> <p>Seasons Winter Spring Summer Fall</p>	<p>Critical Vocabulary</p> <p>Sun Moon Sky Illustrate Identify Day Night Stars</p>
<p>Strategies/Activities</p> <p>Vocabulary Cards</p> <p>Matching worksheets.</p> <p>Graphic organizers</p> <p>Videos</p>	<p>Strategies/Activities</p> <p>Vocabulary Cards</p> <p>Matching worksheets.</p> <p>Graphic organizers</p> <p>Videos</p>	<p>Strategies/Activities</p> <p>Vocabulary Cards</p> <p>Matching worksheets.</p> <p>Graphic organizers</p> <p>Videos</p>	<p>Strategies/Activities</p> <p>Vocabulary Cards</p> <p>Matching worksheets.</p> <p>Graphic organizers</p> <p>Videos</p>	<p>Strategies/Activities</p> <p>Vocabulary Cards</p> <p>Matching worksheets.</p> <p>Graphic organizers</p> <p>Videos</p>	<p>Strategies/Activities</p> <p>Vocabulary Cards</p> <p>Matching worksheets.</p> <p>Graphic organizers</p> <p>Videos</p>

<p>Cause and effect</p> <p>Draw visual images based on text</p> <p>Classify</p>	<p>Explore and compare different soils</p> <p>Identify the components of soil and understand that soils are different.</p>	<p>Explore through inferring that air can move things.</p> <p>Recognize the importance of air as a natural resource</p>	<p>Observe/communicate</p> <p>Predict</p> <p>Compare and contrast</p>	<p>Sorting</p> <p>Categorize</p> <p>Charting</p> <p>Discuss activities and life processes of living things in spring and summer.</p>	<p>Predict</p> <p>Observe</p> <p>Model</p>
<p>Balanced Assessment: Formative</p> <p>Classroom observations during experiments. Journal entries from students.</p> <p>Graphic organizers Oral Response Open Response</p> <p>Explore Activity Have students look through hand lens at different rock samples and classify.</p> <p>Use Venn Diagram to compare and contrast rocks. How are the rocks similar? Which rocks are different? How?</p>	<p>Balanced Assessment: Formative</p> <p>Classroom observations during experiments. Journal entries from students.</p> <p>Graphic organizers Oral Response Open Response</p> <p>Hands-on Activity Have students look at different soil samples through a hand lens. Let students feel the soils. Compare what is different? What is the same?</p> <p>Hands-on Activity</p>	<p>Balanced Assessment: Formative</p> <p>Classroom observations during experiments. Journal entries from students.</p> <p>Graphic organizers Oral Response Open Response</p> <p>Hands-on Activity What can make the balloon move? Tape a finish line and have students blow through a straw to move a balloon across the floor to the finish line. Have students journal their observations.</p>	<p>Balanced Assessment: Formative</p> <p>Classroom observations during experiments. Journal entries from students.</p> <p>Graphic organizers Oral Response Open Response</p> <p>Explore by having students predict weather actually record weather and temperature in different places for a week. Students journal their findings.</p>	<p>Balanced Assessment: Formative</p> <p>Classroom observations during experiments. Journal entries from students.</p> <p>Graphic organizers Oral Response Open Response</p> <p>Explore and communicate seasonal weather changes through the year. Discuss weather and light conditions in the spring, summer, fall, and winter.</p>	<p>Balanced Assessment: Formative</p> <p>Classroom observations during experiments. Journal entries from students.</p> <p>Graphic organizers Oral Response Open Response</p> <p>Have students make a timeline and draw and label the position of the Sun morning, midday, evening etc.</p> <p>Model night and day with and experiment using globe and flashlight.</p>

<p style="text-align: center;">Summative Use a scaffolding graphic organizer and have students retell lesson by filling in the graphic organizer.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>What happens when it rains? Have students make a mound of sand to make a mountain. Pour water on the model mountain. Have students journal their observations. Then have students pour water from a sprinkling water can and journal their observations. Compare/contrast</p> <p>Look at pictures identify things that are made from soil.</p> <p style="text-align: center;">Summative Have students create a collage called "Water Resources". Students make drawings of every use of water they see or know about.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p style="text-align: center;">Chapter test from textbook.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>Venn Diagram have students compare and contrast weather outside today with weather in pictures of other locations.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p>Have students sort different types of clothes, equipment, etc. in a chart by seasons.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p style="text-align: center;">Summative</p> <p style="text-align: center;">Chapter test from textbook.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
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<p>Resources Needed www.discoveryeducation.com www.lessonpathways.com</p> <p>brainpopjr.com activity resources textbook vocabulary cards</p>	<p>Resources Needed www.discoveryeducation.com www.lessonpathways.com</p> <p>brainpopjr.com activity resources textbook vocabulary cards</p>	<p>Resources Needed www.discoveryeducation.com www.lessonpathways.com</p> <p>brainpopjr.com activity resources textbook vocabulary cards</p>	<p>Resources Needed www.discoveryeducation.com www.lessonpathways.com</p> <p>brainpopjr.com activity resources textbook vocabulary cards</p>	<p>Resources Needed www.discoveryeducation.com www.lessonpathways.com</p> <p>brainpopjr.com activity resources textbook vocabulary cards</p>	<p>Resources Needed www.discoveryeducation.com www.lessonpathways.com</p> <p>brainpopjr.com activity resources textbook vocabulary cards</p>
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Weeks 19-21	Weeks 22-24
<p>Unit/Topic PHYSICAL SCIENCE EARTH/SPACE SCIENCE Classifying objects by their properties. Movement and patterns of the sun.</p>	<p>Unit/Topic EARTH/SPACE SCIENCE UNIFYING CONCEPTS Movement of the moon. Traveling of Light</p>
<p>CORE CONTENT 4.1</p> <p>SC-EP-1.1.1 Students will classify material objects by their properties providing evidence to support their classifications. Objects are made of one or more materials such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made. Those properties and measurements of the objects can be used to separate or classify objects or materials. DOK 3</p>	<p>CORE CONTENT 4.1</p> <p>SC-EP-2.3.5 Students will understand that the moon moves across the sky on a daily basis much like the Sun. The observable shape of the moon can be described as it changes from day to day in a cycle that lasts about a month.</p> <p>SC-EP-4.6.4 Students will describe light as traveling in a straight line until it strikes an object.</p>

SC-EP-2.3.4
 Students will describe the movement of the sun in the sky using evidence of interactions of the sun with the earth (e.g., shadows, position of sun relative to horizon) to identify patterns of movement.

Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun’s apparent path changes slowly over seasons.

Recognizing relationships between movements of objects and resulting phenomena, such as shadows, provides information that can be used to make predictions and draw conclusions about those movements.

DOK 2

Light can be observed and described as it travels in a straight line until it strikes an object.

DOK 2

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
I CAN STATEMENTS: I can use my senses to describe the properties of an object. I can use a variety of tools to classify objects. I can explain what causes day and night. I can demonstrate that	I CAN STATEMENTS: →→→→same	I CAN STATEMENTS: →→→→same	I CAN STATEMENTS: I can tell how long the moon takes to travel around the earth. I can observe and explain how light travels in different pathways.	I CAN STATEMENTS: →→→→same	I CAN STATEMENTS: →→→→same

the earth revolves around the sun.					
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Summative	Summative	Summative	Summative	Summative	Summative
Common (PLC Teams will design the common assessments,	Common (PLC Teams will design the common assessments,	Common (PLC Teams will design the common	Common (PLC Teams will design the common assessments,	Common (PLC Teams will design the common assessments, i.e., grade	Common (PLC Teams will design the common assessments, i.e., grade

i.e., grade level, and/or depts..)	i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	i.e., grade level, and/or depts..)	level, and/or depts..)	level, and/or depts..)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Weeks 25-27	Weeks 28-30
<p align="center">Unit/Topic PHYSICAL SCIENCE Position and motion of objects Changes in position and motion Interactions of magnets with other magnets and matter</p>	<p align="center">Unit/Topic PHYSICAL SCIENCE Position and Motion of Objects</p>
<p align="center">CORE CONTENT 4.1</p> <p>SC-EP-1.2.3 Students will describe the position and motion of objects and predict changes in position and motion as related to the strength of pushes and pulls. The position and motion of objects can be changed by pushing or pulling, and can be explored in a variety of ways (such as rolling different objects down different ramps). The amount of change in position and motion is related to the strength of the push or pull (force). The force with which a ball is hit illustrates this principle. By examining cause and effect relationships related to forces and motions, consequences of change can be predicted.</p> <p align="center">DOK 2</p> <p>SC-EP-1.2.1 Students will describe and make inferences about the interactions of magnets with other magnets and other matter (e.g., magnets can make some things move without touching them).</p>	<p align="center">CORE CONTENT 4.1</p> <p>SC-EP-1.2.2 Students will describe the change in position over time (motion) of an object.</p> <p>An object's motion can be observed, described, compared and graphed by measuring its change in position over time.</p> <p align="center">DOK 2</p>

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Summative	Summative	Summative	Summative	Summative	Summative
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed

Weeks 31-33	Weeks 34-36
Unit/Topic UNIFYING CONCEPTS ENERGY TRANSFORMATIONS	Unit/Topic UNIFYING CONCEPTS ENERGY TRANSFORMATIONS

