

Curriculum Map - Science - 1 Science

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire Year						
Life Science-Plants <i>(updated 8/7/20)</i>	SCI.LS1.A.1(I) All organisms have external parts that they use to perform daily functions. SCI.LS2.A.1(I) Plants depend on water and light to grow. Plants depend on animals for pollination or to move their seeds around. SCI.LS3.B.1(I) Individuals of the same kind of plant or animal are recognizable as similar, but can also vary in many ways.		What do you know about plants? How can plants be different?	Compare and classify living and nonliving things. Explain what plants need to live and grow Identify plant parts such as leaves stems and roots Describe what different parts do for the plants Classify and compare different plants Identify some edible plant parts. Explain why flowers and fruits are important to plants. Describe and compare different seeds. Describe the life cycle of a plant. Explain how plants can grow from seeds and other plant parts Describe how plants survive in different places. Identify deserts, rain-forests, and arctic environments.	Teacher Observations Formative and summative assessments classwork Exit tickets.	As we learn about how plants grow we can also talk about how our faith grows. Just like plants need sun, water, and soil, our faith needs God's word, prayer, and worship to grow.
Life Science-Animals and Their Homes <i>(updated 8/7/20)</i>	SCI.LS1.A.1(I) All organisms have external parts that they use to perform daily functions. SCI.LS1.B.1(I) Parents and offspring often engage in behaviors that help the offspring survive. SCI.LS1.C.1(I) Animals obtain food they need from plants or other animals. Plants need water and light. SCI.LS1.D.1(I) Animals sense and communicate information and respond to inputs with behaviors that help them grow and survive. SCI.LS3.A.1(I) Young organisms are very much, but not exactly, like their parents, and also resemble other organisms of the same kind.		What do you know about animals? Where do plants and animals live?	Observe and describe different kinds of animals Explain how animals are alike and different. Identify what animals need to survive Explain how different animals meet their needs Relate the shape of an animal's teeth to what it eats Classify animals according to what they eat. Describe the life cycle of different kinds of animals Explain what animals can do at different stages. Describe land habitats Explain how different animals adapt to	Classwork Formative and summative assessment Teacher observation Exit tickets	In this Unit we are able to explore how God gave all the animals unique characteristics to help them survive. God created a world where they can live and stay safe.

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				<p>different environments</p> <p>Describe water habitats</p> <p>Explain how plants and animals meet their needs in water habitats</p> <p>Explain how plants and animals live together in habitats</p> <p>Describe why each part of a food chain is important.</p>		
<p>Earth Science-Our Earth</p> <p><i>(updated 8/7/20)</i></p>	<p>SCI.SEP2.A.K-2(I) Students use and develop models (i.e., diagrams, drawings, physical replicas, dioramas, dramatizations, or storyboards) that represent concrete events or design solutions. This includes the following:</p> <ul style="list-style-type: none"> •Distinguish between a model and the actual object, process, or events the model represents. •Compare models to identify common features and differences. •Develop or use models to represent amounts, relationships, relative scales (bigger, smaller), and patterns in the natural and designed world(s). •Develop a simple model based on evidence to represent a proposed object or tool. <p>SCI.ESS2.A.2(I) Wind and water change the shape of the land.</p> <p>SCI.ESS2.B.2(I) Maps show where things are located. One can map the shapes and kinds of land and water in any area.</p> <p>SCIE.ESS2.C.2(I) Water is found in many types of places and in different forms on Earth.</p>		<p>What does the Earth look like? How do we care for the Earth?</p>	<p>Identify different types of land on Earth.</p> <p>Describe differences between bodies of water..</p> <p>Identify rocks and sort them into groups based on physical properties.</p> <p>Classify soil according to color, texture, and composition.</p> <p>Describe how and why weathering occurs.</p> <p>Explain the process of erosion and how it can be prevented.</p> <p>Identify and describe natural resources</p> <p>Explain how people use natural resources</p> <p>Explain why water and air are important resources</p> <p>Define pollution and the need for clean land, water, and air</p> <p>Describe how to conserve resources by reusing, reducing, and recycling.</p>	<p>Classwork</p> <p>Formative and summative assessment</p> <p>Observations</p> <p>Exit Tickets</p>	<p>We will talk about how we are blessed that God gave us this wonderful world to live in and that He wants us to take care of it.</p>
<p>Earth Science-Weather and Sky</p> <p><i>(updated 8/7/20)</i></p>	<p>SCI.CC1.K-2(I) Students recognize that patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.</p> <p>SCI.PS3.D.1(I) Sunlight warms Earth's surface.</p> <p>SCI.ESS.A.1(I) Patterns of movement of the sun, moon, and stars, as seen from Earth, can be observed, described, and predicted.</p> <p>SCI.ESS.B.1(I) Seasonal patterns of sunrise and sunset can be observed, described, and predicted.</p> <p>SCI.ESS2.D.2(I) Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region and time. People</p>		<p>What do you know about weather? What can you see in the sky?</p>	<p>Identify different weather conditions.</p> <p>Investigate ways to measure different weather conditions</p> <p>Explain how clouds form and why water falls back to the Earth</p> <p>Identify different kinds of clouds</p> <p>Discuss how weather changes as seasons change</p> <p>Identify characteristics of spring and summer</p> <p>Describe weather conditions in fall and winter</p>	<p>Classwork</p> <p>Formative and Summative Assessment</p> <p>Teacher Observations</p> <p>Exit Tickets</p>	<p>We can discuss how God placed us in the perfect spot in the solar system so that our needs would be taken care of. We can talk about the fact that even though seasons, weather, and the earth can change, God's love for us will never change.</p>

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	record weather patterns over time.			<p>winter</p> <p>Explain how fall and winter affect plants and animals</p> <p>Classify objects in the sky during day and night</p> <p>Explain why the sun is important for life on Earth</p> <p>Recognize Earth's movement by observing shadows and seasons</p> <p>Explain the effects of Earth's rotation and orbit around the sun</p> <p>Observe what the moon looks like from Earth</p> <p>Explain that eight planets, including Earth move around the sun.</p>		
<p>Physical Science-Matter</p> <p><i>(updated 8/7/20)</i></p>	<p>SCI.PS1.A.2(I) Matter exists as different substances that have different observable properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.</p> <p>SCI.PS1.B.2(I) Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.</p> <p>SCI.PS2.A.1(I) Pushes and pulls can have different strengths and directions, and can change the speed or direction of an object's motion, or start or stop it.</p> <p>SCI.PS2.A.2(I) A bigger push or pull makes things speed up or slow down more quickly.</p> <p>SCI.PS2.B.1(I) When objects touch or collide, they push on one another and can result in a change of motion.</p> <p>SCI.PS3.C.1(I) Bigger pushes and pulls cause bigger changes in an object's motion or shape.</p>		<p>What are things made of? How can matter change?</p>	<p>Comprehend that all things are made of matter.</p> <p>Describe the properties of matter</p> <p>Identify the properties of solids</p> <p>Compare the properties of different solids</p> <p>Describe the properties of liquids and gases</p> <p>Compare properties of different kinds of liquids and gases</p> <p>Observe and describe how solids can change</p> <p>Prepare mixtures of different solids and liquids</p> <p>Explain why some mixtures can be separated and others cannot.</p> <p>Describe how heat changes solids, liquids, and gases</p> <p>Explain the process of freezing, melting, and evaporation.</p>	<p>Class work</p> <p>Formative and Summative Assessment</p> <p>Teacher Observations</p> <p>Exit Tickets</p>	<p>As we talk about what matter is made up of, we can talk about how Jesus is inside of us. We are made in God's image. There is nothing that could separate us for the love of Jesus.</p>
<p>Physical Science Motion and Energy</p> <p><i>(updated 8/7/20)</i></p>	<p>SCI.PS2.A.1(I) Pushes and pulls can have different strengths and directions, and can change the speed or direction of an object's motion, or start or stop it.</p> <p>SCI.PS2.A.2(I) A bigger push or pull makes things speed up or slow down more quickly.</p>		<p>How can you make things move? What is energy?</p>	<p>Describe the position of an object in relation to other objects</p> <p>Observe an object's motion and speed by recording its change in position.</p>	<p>Class work</p> <p>Formative and summative assessment</p> <p>Teacher Observation</p> <p>Exit Tickets.</p>	<p>In this Unit, the students get to explore forces that cause motion and change! We can talk about how God has the power to do miracles!</p>

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SCI.PS2.B.1(I)

When objects touch or collide, they push on one another and can result in a change of motion.

Identify pushes, pulls, gravity, and friction as forces
Explain how different force change the motion of objects
Discover how simple machines make it easier to move objects.
Explain the functions of pulleys, levers, and ramps.
Explain why magnets attract some objects and not others
Identify two poles on a magnet.
Describe different sources of energy and heat
Identify vibration as the cause of sound
Describe the volume and pitch of sound
Explain that light passes through some objects and not others
Describe how people use different light sources
Describe how people use electricity.