

Grade Level: 1st

Course:

Timeline/ Month(s) /Rotation (include date of rotation]	Content / concept	Grade Level Expectations (GLE's) [include GLE number & statement]	Skill(s) Use verbs to describe student's expected performance (i.e., identify nouns, describe components)	Resources (books, kits, guest speakers, models, etc.)	List all measures you used to to check student understanding (e.g assessments, performance, projects, homework)
<b>Three month rotation</b>	Life Science New Plants	<p><b>1.1.5 Understand physical properties of Earth materials.</b></p> <ul style="list-style-type: none"><li>▪ (K) Sort rocks based on size, shape, and other physical properties (e.g., color, texture).</li><li>▪ (2) Illustrate and tell about the properties of water as a solid and liquid.</li><li>▪ (2) Explain how some Earth materials are used by living things (e.g., water and soil for growing plants).</li></ul> <p><b>1.1.6 Understand characteristics of living organisms.</b></p> <ul style="list-style-type: none"><li>▪ (K) Identify observable characteristics of living organisms (e.g., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers).</li></ul> <p><b>(2) Observe and describe characteristics of living organisms (e.g., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers).</b></p> <p><b>1.2.1 Understand that things are made of parts that go together.</b></p> <ul style="list-style-type: none"><li>▪ (K) Identify the parts of objects, organisms, and materials (e.g., toys with moving parts, plants, animals, soils).</li><li>▪ (1) Describe how the parts of objects, organisms, and materials go together.</li><li>▪ (2) Construct simple devices to do common tasks using common materials and explain how the parts depend on each other (e.g., cardboard, wood, clay, rubber bands).</li></ul>	<p>-observe the growth of seeds, plant development, growth and development of roots and bulbs</p> <p>-record and communicate observations in words and drawings</p> <p>-compare the development of different kinds of plants, cuttings from different plants and parts of plants</p> <p>-identify the parts of plants</p> <p>- organize sequence of growth (plant cycle)</p>	<p>-FOSS New Plant Science Kit</p> <p>-Science stories</p> <p>-Cuttings</p> <p>-Guest speakers</p> <p>-Magnifying glasses</p> <p>-Journals/Folders</p> <p>-Supplemental worksheets</p>	<p>-Formative assessments</p> <p>-Teacher observation</p> <p>-Formative student journals and student sheets</p> <p>-Summative (end of the unit) assessment</p> <p>-Anecdotal notes</p>

Grade Level: 1st

Course:

Timeline/ Month(s) /Rotation (include date of rotation]	Content / concept	Grade Level Expectations (GLE's) [include GLE number & statement]	Skill(s) Use verbs to describe student's expected performance (i.e., identify nouns, describe components)	Resources (books, kits, guest speakers, models, etc.)	List all measures you used to check student understanding (e.g assessments, performance, projects, homework)
<b>Three month rotation</b>	Life Science New Plants	<p><b>1.2.6 Know that living things are made of small parts.</b></p> <ul style="list-style-type: none"><li>▪ (K) Observe and show how living things look different under a magnifier.</li><li>▪ (2) Observe and identify the parts of an object seen under a magnifier.</li><li>▪ (2) Illustrate or draw the small parts that make up the whole living thing.</li></ul> <p><b>1.2.7 Understand that plants and animals have life cycles.</b></p> <p>(2) Observe and describe the life cycle of a plant or animal (e.g., describe the life cycle of a butterfly — egg, caterpillar or larva, cocoon, and butterfly or adult).</p> <p><b>1.3.8 Know that most living things need food, water, and air.</b></p> <ul style="list-style-type: none"><li>▪ (1) Observe and record that most living things need food, water, and air.</li><li>▪ (1) Observe and record or demonstrate that plants need light.</li></ul> <p><b>1.3.10 Know that plants and animals need a place to live.</b></p> <ul style="list-style-type: none"><li>▪ (1) Observe and show how organisms live in specific places (e.g., fish live in a pond).</li><li>▪ (1) Describe how animals depend on plants or other animals for food.</li><li>▪ (1) Describe how animals depend on plants or other animals for shelter.</li></ul>	<p>-observe the growth of seeds, plant development, growth and development of roots and bulbs</p> <p>-record and communicate observations in words and drawings</p> <p>-compare the development of different kinds of plants, cuttings from different plants and parts of plants</p> <p>-identify the parts of plants</p> <p>-students will organize sequence of growth (plant cycle)</p>	<p>-FOSS New Plant Science Kit</p> <p>-Science stories</p> <p>-Cuttings</p> <p>-Guest speakers</p> <p>-Magnifying glasses</p> <p>-Journals/Folders</p> <p>-Supplemental worksheets</p>	<p>-Formative assessments</p> <p>-Teacher observation</p> <p>-Formative student journals and student sheets</p> <p>-Summative (end of the unit) assessment</p> <p>-Anecdotal notes</p>

Grade Level: 1st

Course:

Timeline/ Month(s) /Rotation (include date of rotation]	Content / concept	Grade Level Expectations (GLE's) [include GLE number & statement]	Skill(s) Use verbs to describe student's expected performance (i.e., identify nouns, describe components)	Resources (books, kits, guest speakers, models, etc.)	List all measures you used to check student understanding (e assessments, performance, projects, homework)
<b>Three month rotation</b>	Physical Science/Earth Science Air and Weather	<b>1.3.6 Know common weather indicators and understand that weather conditions change from season to season.</b> <ul style="list-style-type: none"><li>▪ (1) Observe, measure, and record weather conditions, noting changes and patterns from day to day and over the seasons (e.g., temperature, wind, rain, snow).</li><li>▪ (1) Name common weather conditions (e.g., rain, snow, wind).</li></ul> See new GLEs (both "Earth" and "Physical")	-observe properties of air and the effects of air -observe the changing location of the sun and moon -observe the direction of the wind -measure temperature and rainfall -record and graph weather data	-FOSS Air and Weather Kit -Science stories -Guest speakers -Journals/Folders -Supplemental worksheets and projects	-Formative assessments -Teacher observation -Formative student journals and student sheets -Summative (end of the unit) assessment -Anecdotal notes

Grade Level: 1st

Course:

Timeline/ Month(s) /Rotation (include date of rotation]	Content / concept	Grade Level Expectations (GLE's) [include GLE number & statement]	Skill(s) Use verbs to describe student's expected performance (i.e., identify nouns, describe components)	Resources (books, kits, guest speakers, models, etc.)	List all measures you used to check student understanding (e.g., assessments, performance, projects, homework)
<b>Three month rotation</b>	Physical Science Solids and Liquids	<p><b>1.1.1 Understand simple properties of common natural and manufactured materials and objects.</b></p> <ul style="list-style-type: none"><li>▪ (K) Identify and describe a property of an object.</li><li>▪ (K) Sort common materials and objects using a simple property (e.g., texture, color, size, shape).</li><li>▪ (2) Sort common objects by multiple simple properties (e.g., texture and color; size and shape).</li><li>▪ (2) Identify and describe the differences between common natural and manufactured materials and objects using properties.</li></ul> <p><b>1.3.3 Know that water can exist in different states: solid and liquid.</b></p> <ul style="list-style-type: none"><li>▪ (2) Observe and record water changing from solid to liquid.</li><li>▪ (2) Describe the physical properties of water in solid and liquid states (e.g., hard, cold, wet).</li></ul>	<p>-observe several kinds of solid material</p> <p>-observe properties of solids and liquids</p> <p>-compare properties of solid materials and liquids</p> <p>-sort solids in different ways</p> <p>-observe and describe what happens when solids and water are mixed and when liquids and water are mixed</p> <p>-organize observations of mixtures</p>	<p>-FOSS Solids and Liquids</p> <p>-Science stories</p> <p>-Guest speakers</p> <p>-Journals/Folders</p> <p>-Supplemental worksheets and projects</p>	<p>-Formative assessments</p> <p>-Teacher observation</p> <p>-Formative student journals and student sheets</p> <p>-Summative (end of the unit) assessment</p> <p>-Anecdotal notes</p>