

## Curriculum Map

<b>Subject: Science</b>	<b>Grade: 1</b>
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Time Frame	Topic	Content	Resources	MA SC Standard	Assessment
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September	<p>Earth-Fall</p> <p>Life-insect and animal cycle</p> <p>Animal habitats</p> <p>Physical: Ways to move</p> <p>Sorting by categories</p> <p>Tech. and Eng.: School tools</p>	<p>E: Cycles of apples and leaves, soil and rocks</p> <p>L: cycles of spiders and bats; caves, dens, ocean, burrow, etc.</p> <p>P: Straight, zig-zag, fast..etc</p> <p>Sort by shape, color, size, etc.</p> <p>T &amp; E: how do our school tools work?</p> <p>What tools do you use at home?</p>	<p>Sch. Books on cycles &amp; spiders-bats</p> <p>Sequencing cycles with student made booklets of apples &amp; leaves.</p> <p>Graphing</p> <p>Movement video</p> <p>Scholastic News weekly readers</p> <p>Sorting bins</p>	<p>E/S: 5</p> <p>LS: 6,7,8,12, 13</p> <p>P/S:14,16</p> <p>T/E: 1.1,1.3</p> <p>1-ESS1-2</p> <p>2-PS1-1</p> <p>2-LS4-1</p> <p>2-PS1-3</p> <p>ES:3</p> <p>ES:5</p>	<p>Finished sequencing of cycles, Movement to direction-observe.</p> <p>Finished graphs</p> <p>Folder games of classification</p>
October	<p>Physical- movement</p> <p>Life- plants, animals, people</p> <p>Living and not living</p> <p>Bio-evolution: Day light savings.</p> <p>(Health) The Body</p> <p>Earth: our planet</p>	<p>P; Push/pull</p> <p>L: off spring and parent animals. Wild and domestic animals</p> <p>Living and non-living-in our classroom and at home.</p> <p>H- Human body unit: self, heart, veins, muscles &amp; skeleton heart, lungs, veins, muscles, skeleton, and brain</p> <p>E: intro to soil, rocks, and plants</p>	<p>Fox and Hound video</p> <p>Experiments with push/pull</p> <p>Magic School Bus video about force.</p> <p>What is living and not living?</p> <p>Outside observational walk and collection of items.</p> <p>Teacher made body health unit: includes a diagram to add to</p>	<p>LS:1-8</p> <p>LS:7,8,11</p> <p>1-LS:1-1,2</p> <p>1-LS3-1</p> <p>1-ESS1-2</p> <p>2-PSD:1-T</p> <p>E:2.2</p> <p>ES:2</p> <p>PS1-3</p> <p>ES:3</p> <p>ES:5</p> <p>LS:1-7</p>	<p>Recorded predictions and results in science journals.</p> <p>Body unit diagrams-labeled by color and placement.</p> <p>Science teacher quiz about force.</p> <p>Oral participation about the earth.</p>

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			each lesson. Scholastic non-fiction books.		
November	Earth- Our planet Physical- movement Health-body unit and healthy life styles	E: exploring the resources our planet gives.. soil to grow crops, water to drink, etc. L: living and non-living items on the earth. –larger area P or H: using specific exercises to improve body function. Understanding the food pyramid to eat healthy and stay hydrated.	Apple TV videos Morning messages about living/non-living Wellness/gym class obj: about healthy eating. On-site visitor to explain the importance of your spine and neck.	ES-1 LS:11 TE:2.2 1-LS1.1 &2 1-LS-3-1 2-PS1-3 ES:3 ES:5 LS:1-7	Participation observations Healthy eating completed booklets. Sort and compare activities.
December	Life: Hibernation, migration, & adapters Physical- sink and float, Earth-classifying Cold weather intro and predictions Health-the senses	L: What do animals do in the winter? How are they like their parents. E: land, water, and air. Dinosaurs and time. P: experiment with what would sink or float in water. H: What are and how do we use our senses.	L: Reading Street (RS) story The Fox and the Kit E:RS The Big Circle Land Before Time Video Diagram yourself ready to out in the snow. P: Experiment items for sink/float H: Sense booklet with	TE2.2 LS:9,10 & 12 2-PS1-3 ES:3 ES:5 LS:1-7	Using pictures-sort to wild or domesticated. Compare and contrast a text and movie in an organizer. Outside weather drawn model of the safe way. Folder game for classification of

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			tactile items.		land, water and air. Prediction results in science journal. Senses booklet results about tactile experiences.
January	Life- hibernation and arctic animals. Earth- winter rocks and soil changes Physical- the water cycle and the thermometer. Health-germs	L: What are the NE animals and what are they doing right now in January? E: Look at the ground and surrounding area. What changes are there>? P: What is temperature? What happens to nature's water? H: What is a virus and a bacteria?	Teacher made activities, scholastic news and books. Nature walk focused on the ground. Experiment with Thermometers to record temps. Germs book, poster paper, and cut outs.	PS15 2-PS1-4 2-LS4-1 2-ESS2-1 K-ESS3-1 2-PS1-3 ES:3 ES:5 LS:1-7	Observational participation in class chart of animals in winter. Learning the water cycle song and assessment through a diagram of the cycle. Science journal entries with the thermometer. Poster completion.
February	Physical- sound/vibrations Life- snow tracks and winter adapters. Earth- temperature changes Health- dental and heart	P: What is sound and how does it vibrate? L: What animals are adapters in NE? E: What is the temperature change? H: How do I keep my teeth and heart healthy?	P: Experiment with vibration: ruler, balloon, loud music. L: Read "Snow Tracks" and identify the animal prints. E:	LS:8,12 TE:1-1.2 1-P-S4-2, 3 2-LS2-2 2-ESS2-1	Science journal entries and participation Identifying the NE animal prints extended lesson.

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			E: Use a class graph to track the temperature. H: Dental stories and oral discussion. Dental worker guess to do an on-site demonstration to accent previous lessons.	1-PS4-1,3 K-LS1-1 K-ESS 2-1 K-ESS 3-2 2-PS1-3 ES:3 ES:5 ESS1-7 LS:1-7	Correctly identifying the 4 types of temperature readings. Completing content area projects for dental and heart health.
March	Physical- weather unit-wind and shadows Earth- weather unit-water, soil and rock changes in Spring Life- baby animals ( wild and domesticated-farm) Butterfly cycle	P: Learn about wind-farms and make a model E: Continue with the wind project What effects of a wind-farm are positive or negative? L: Introduction to wild and domesticated animals in the spring What happens to a caterpillar	You-tube video of a wind farm. Make a model of a turbine. Use energy booklet to understand what wind can do. Read and participate in activities from the book "The Hungry Caterpillar." RS: I am a Caterpillar	LS:8 TE:1.1 & 2 15-ESS3:3 2-ESS2-1 2LS2-1 2-PS1-3 ES:3 ES:5 LS:1-7 1-P-S4-3	P: Make a turbine Participate in shadow tag at recess.
April	Earth and physical-experiments in the wind unit Earth Day Life- spiral plant life-sunflower Health-personal safety for	E: Earth Day activities along with finishing wind unit. E: Recycle L: planting Mother's Day sunflower. Recording in science journals.	Star-fall re-cycle activity for homework. Earth Day hats and reader. Risk watch poster	LS:8 ES:4 TE:1.1 & 1.3 1PS4-4	Writing-My Kite story, Science-motel-turbine, Math- kite graphing,

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	outdoors	H: Protecting yourself from outside injuries. (Risk Watch)		1EES1-1 K-2ETS:1-1 K-PS3-2 PS:17 & 18  2-PS1-3 ES:3 ES:5 LS:1-7	Entries in science journal and calendar of daily weather recording. Direction following of the planting and recording in the science journal. Participation in a health graft on outdoor safety.
May	Earth: space and ocean Life-frog cycle Health: sun exposure Physical- push/pull-pulley, ramp, lever, wheel Scales	E: space: What can the sun do? Solar energy. Explore the planets, stars, and beyond. L: The life cycle of a frog: From an egg to a frog H: The good and bad about the sun. P: Experiment with physical science push/pull-pulley, ramp, lever, wheel Using scales to measure weight. :	E: Use Magic School bus video with a Purpose for reading sheet. Vocabulary. L: Scholastic book on the frog cycle. P: actual examples of the simple machines to manipulate. Use scales to predict and experiment.	2-PS1-3 ES:3 ES:5 LS:1-7	Make the solar system in groups Orally explain the progression from egg to frog. (what other animals start as eggs?) Participate in a class list of the good and bad things about the sun in regards to humans. Science journal entries of predictions and outcomes.

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June	E:-habitats [forest, rainforest, desert & savanna] P: clouds	E: Revisit habitats P: What makes the clouds? What do clouds do? Why do clouds change shape and color?	Make a diorama of a habitat (at home). What animal would live there and when would they live there? Milky Clouds and Cloudy with a Chance of Meatballs readers.	2-LS4-12- PS1-3 ES:3 ES:5 LS:1-7	Diorama Last 4 square story about clouds. All on their own.
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