

### Science - Grade One: Scope and Sequence



Course # <u>5020020</u>

	Unit	Module	Topic Name	Standards	*Pacing
			Living and Non-Living Things	SC.1.L.14.1, SC.1.L.14.3, SC.1.N.1.2	6 Days
Q1	Plants and Animals	1	Plant and Animal Needs	SC.1.L.14.1, SC.1.L.17.1, SC.1.N.1.1	7 Days
Qı			Parts of Plants	SC.1.L.14.1, SC.1.L.14.2, SC.1.N.1.3	7 Days
	Parents and Their Young	2	Plants and Their Parents	SC.1.L.14.1, SC.1.L.16.1, SC.1.N.1.4	7 Days
	Parents and Their Young (Continued)	3	Animals and Their Parents	SC.1.L.14.1, SC.1.L.16.1, SC.1.N.1.1	6 Days
		'n	Compare Animals	SC.1.L.16.1,SC.1.L.14.1, SC.1.N.1.1	6 Days
Q2	Earth and Space	4	Observe Stars	SC.1.E.5.1, SC.1.E.5.3, SC.1.N.1.2	6 Days
			Gravity	SC.1.E.5.2, SC.1.N.1.4	4 Days
			Sunlight and Earth's Surface	SC.1.E.5.4, SC.1.N.1.2	4 Days
			Describe Earth's Surface	SC.1.E.6.1, SC.1.N.1.2	6 Days
			Water on Earth	SC.1.E.6.2, SC.1.N.1.3	7 Days
Q3	Earth's Surface	5	Weathering and Erosion	SC.1.E.6.3, SC.1.N.1.3	7 Days
			Quick Changes to Earth's Surface	SC.1.E.6.3, SC.1.N.1.1	7 Days
	Matter	e	Matter Everywhere	SC.1.P.8.1, SC.1.N.1.2	6 Days
	Matter	6	Properties of Matter	SC.1.P.8.1, SC.1.N.1.2	7 Days
Q4			Motion	SC.1.P.12.1, SC.1.N.1.1	7 Days
	Forces and Motion	7	Changes in Motion	SC.1.P.13.3, SC.1.N.1.3, SC.1.N.1.4	7 Days

<sup>\*</sup> Pacing based on Elementary Schedule Best Practice: Three(3) science lessons per week, Thirty(30) minutes per lesson



# Science-Grade One: Quarter 1 Curriculum Map

Course #5020020







**ELL Resources** 

**ESE Resources** 

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			Mo	dule # 1- Plants and Animal	s		
Q	Instructional	Duration	Standards	Students Do	Students Know	EQ	Assignment
u	Guide			ELL Language Objectives			
а	<u>Living and</u>	6 days	SC.1.L.14.1 Make	Students will make	-Students will know	How are	Science Probe-
r	Non-Living Things		observations of living	observations of living	the five senses can	living and	Living and
t			things and their	things and their	be used as tools to make careful	nonliving	Nonliving
е			environment using	environment using the	observations,	things	Performance
r			the five senses.	five senses	describe objects in	different?	Task- Tell What
			SC.1.L.14.3 Different		terms of number,		is Living and
0			iate between living	-Students will use the five	shape, texture, size,		Nonliving
n			and nonliving things.	senses as tools, make	weight, color, and		
е			SC.1.N.1.2 Using the	careful observations,	motion		
			five senses as tools,	describe objects in terms	-Students will know		
			make careful	of number, shape,	how to compare		
			observations,	texture, size, weight,	their observations		
			describe objects in	color, and motion, and	with others.		
			terms of number,	compare their			
			shape, texture, size,	observations with others	-Students will know		
			weight, color, and		the differences between living and		
			motion, and	-Students will	nonliving things.		
			compare their	differentiate between			
			observations with	living and nonliving	-Students will know		
			others	things.	how to identify objects as living or nonliving.		
			LAFS.1.W.3.8 With	-Students will identify			
			guidance and	objects as living or			
			support from adults,	nonliving.			
			recall information				

		from experiences or gather information from provided sources to answer a question.				
Plant and Animal Needs  Note: This lesson includes the leveled reader, A World of Animals. See the Explain section of the lesson for directions on use.	7 days	SC.1.L.14.1 Make observations of living things and their environment using the five senses. SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. SC.1.N.L.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.	Students will be able to:      make     observations of     living things and     their     environment     using the five     senses.      observe and     identify that all     plants and     animals need the     basic necessities     of air, water,     food, and space.	Students will know:  • what plants and animals need to live.	What do plants and animals need to live?	Science Probe- Plant and Animal Needs Performance Task- Research Needs
Parts of Plants	7 days	SC.1.L.14.1 Make observations of living things and their	- Students will be able to identify the major parts of plants, including stem,	Students will know major parts of plants, including	How do different parts of a	Science Probe- Plant Parts

		environment using the five senses. SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers. SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted. LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	roots, leaves, and flowers.	stem, roots, leaves, and flowers.	plant help it live?	Performance Task- Plant Model
	•	Modu	le # 2- Parents and Their Yo	ung		
Instructional Guide	Duration	Standards	Students Do <u>ELL Language Objectives</u>	Students Know	EQ	Assignment
Plants and Their	7 days	SC.1.L.14.1 Make	-Students will observe	Students will know	How are	Science Probe-
<u>Parents</u>		observations of living	and describe how plants	similarities and	plants like	Young Plants
		things and their	and animals closely	differences	their	Performance
		environment using	resemble their parents	between plants and	parents?	Task- Compare
		the five senses.	Chudanta will abaam:	animals and their		Tulip Plants
		SC.1.L.16.1 Make	-Students will observe	parents,		
		observations that	and describe variations	respectively.		
		plants and animals	that exist among			

	closely resemble	individuals within plant		
	their parents, but	and animal populations.		
	variations exist			
	among individuals			
	within a population.			
	SC.1.N.1.4 Ask "how			
	do you know?" in			
	appropriate			
	situations.			
	LAFS.1.W.3.8 With			
	guidance and			
	support from adults,			
	recall information			
	from experiences or			
	gather information			
	from provided			
	sources to answer a			
	question.			



## Science-Grade One: Quarter 2 Curriculum Map



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ELL	Resources	ESE Resource	S

Q			Module # 2	2- Parents and Their Youn	g (continued)		
u	Instructional	Duration	Standards	Do	Know	LEQ	Assignment
а	Guide						
r	Animals and	6 days	SC.1.L.14.1 Make	-Students will make	Students know how	How are	Science Probe-
t	Their Parents		observations of living	observations of living	to make observation	young	Puppies
е			things and their	things and their	that plants and	animals like	
r			environment using	environment using the	animals closely	and unlike	Performance
Т			the five senses.	five senses.	resemble their	their	Task- Compare
w			SC.1.L.16.1 Make		parents	parents?	Cat and Kittens
0			observations that	-Students will make			
			plants and animals	observations that			
			closely resemble	plants and animals	Students know how		
			their parents, but	closely resemble their	young animals are		
			variations exist	parents, but variations	like and unlike their		
			among individuals	exist among	parents.		
			within a population.	individuals within a			
			SC.1.N.1.1 Raise	population.			
			questions about the				
			natural world,	- Students will			
			investigate them in	describe similarities			
			teams through free	and differences			
			exploration, and	between a parent and			
			generate appropriate	its offspring.			
			explanations based				
			on those				
			explorations.				

		LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
Compare Animals  Note: This lesson includes the use of the leveled reader, Wait and See. See the Elaborate section of this lesson for directions on use.	6 days	SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.  SC.1.L.14.1 Make observations of living things and their environment using the five senses.  SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.	Students will be able to:  • make observations of living things and their environment using the five senses. • make observations that plants and animals closely resemble their parents. • investigate ways in which animals are alike and different.	• how animals in a population are alike and different.	How are animals alike and different?	Science Probe-Comparing Animals  Performance Task- Animal to Animal

		LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
		1	Module # 3- Earth and Sp	ace	•	
Instructional Guide	Duration	Standards	Do	Know	LEQ	Assignment
Observe Stars	6 days	sc.1.E.5.1 Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. Sc.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them. Sc.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and	- Students will observe and discuss that there are more stars in the sky than anyone can easily count  -Students will observe that stars are not scattered evenly in the sky.  - Students will investigate and explain how magnifiers make things appear bigger and help people see things they could not see without them.  - Students will use the five senses as tools to make careful	Students will know that there are more stars in the sky than can be counted and that they are scattered unevenly.  Students will know that telescopes and microscopes make objects appear bigger.	How can we learn about stars?	Science Probe- Stars in the Night Sky Performance Task-Starry Night

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		motion, and compare	observations, describe			
		their observations	objects in terms of			
		with others.	number, shape,			
		LAFS.1.W.3.8 With	texture, size, weight,			
		guidance and support	color, and motion, and			
		from adults, recall	compare their			
		information from	observations with			
		experiences or gather	others.			
		information from				
		provided sources to				
		answer a question.				
Gravity	4 days	SC.1.E.5.2 Explore	- Students will	Students know how	What is	Science Probe-
		the Law of Gravity by	investigate how	to define gravity as a	gravity?	Objects and
		demonstrating that	gravity affects objects.	force that pulls		Gravity
		Earth's gravity pulls		objects toward each		
		any object on or near	- Students will observe	other		Performance
		Earth toward it even	how an object's			Task- The Speed
		though nothing is	surface area catches	Students know that		of Gravity
		touching the object.	air and slows down its	Earth's gravity pulls		
		SC.1.N.1.4 Ask "how	fall.	objects on or near		
		do you know?" in	Tum.	Earth toward it.		
		appropriate	- Students will	Lartii towara it.		
		situations.	investigate how	Students know that		
		LAFS.1.W.3.8 With	quickly different	how an object falls		
		guidance and support	objects fall.	depends on its		
			objects rail.	surface area		
		from adults, recall information from		Surface area		
		experiences or gather				
		information from				
		provided sources to				
		answer a question.				

Sunlight and	4 days	SC.1.E.5.4 Identify	Students will be able	Students will know:	How does	Science
Earth's Surface		the beneficial and	to:	<ul> <li>the beneficial</li> </ul>	the Sun	Probe-Warm
		harmful properties of	<ul><li>investigate,</li></ul>	and harmful	affect	Sand
Note: This		the Sun.	identify, and	properties of	Earth's	
lesson includes		SC.1.N.1.2 Using the	discuss the	the Sun.	surface?	Performance
the use of the		five senses as tools,	beneficial and	<ul> <li>that the Sun</li> </ul>		Task- Give a
leveled reader,		make careful	harmful	can warm		News Report
The Four		observations,	properties of	solid and		
Seasons.		describe objects in	the Sun.	liquid		
See the		terms of number,	<ul><li>investigate</li></ul>	substances.		
Elaborate		shape, texture, size,	that the Sun	<ul><li>the Sun has</li></ul>		
Section of the		weight, color, and	can warm	an effect on		
lesson for		motion, and compare	various solid	Earth.		
directions on		their observations	and liquid			
use.		with others.	substances.			
		LAFS.1.W.3.8 With	<ul><li>explain the</li></ul>			
		guidance and support	effect the Sun			
		from adults, recall	has on the			
		information from	Earth.			
		experiences or gather				
		information from				
		provided sources to				
		answer a question.				



# Science-Grade One: Quarter 3 Curriculum Map

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ELL Resources ESE Resources

				Module # 4- Earth's Surf	ace		
Q	Instructional	Duration	Standards	Do	Know	LEQ	Assignment
u	Guide						
a	Describe Earth's	6days	SC.1.E.6.1 Recogniz	Students will be able to:	Students will know:	What is	Science Probe-
r t	<u>Surface</u>		e that water, rocks,	<ul> <li>participate in activities that</li> </ul>	<ul> <li>the definition of Earth's surface.</li> </ul>	on Earth's	Earth's surface
e			soil, and living organisms are	allow	• the definition of	surface?	Performance
r			found on Earth's	exploration of	living organism.	Surface:	Task- Make a
			surface.	water, rocks,	the difference		Model of Earth's
T			SC.1.N.1.2 Using the	soil, and living	between rocks		Surface
h			five senses as tools,	organisms.	and soil.		
r			make careful	keep records of			
e			observations,	examples of			
•			describe objects in terms of number,	water, rocks, soil, and living			
			shape, texture, size,	organisms.			
			weight, color, and	organisms:			
			motion, and				
			compare their				
			observations with				
			others.				
			LAFS.1.W.3.8 With				
			guidance and support from				
			adults, recall				
			information from				
			experiences or				

Water on Earth  Note: This lesson includes the use of the leveled reader, Water Habitats. See the Explain section of the lesson for directions on use.	7 days	gather information from provided sources to answer a question.  SC.1.E.6.2 Describe the need for water and how to be safe around water. SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted. LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Students will be able to:  identify uses of water by humans.  create water safety posters.  role play water safety.  compare and contrast being safe at the beach and pool.  participate in activities about using safe water (drinking).	Students will know:  • the need for water.  • uses of water by humans that are necessary.  • basic water safety.	How do people use water?	Science Probe- Uses for Water Performance Task- Water Safety
Weathering and Erosion	7 days	SC.1.E.6.3 Recogniz e that some things in the world around us happen fast and some happen slowly.	Students will be able to:  • participate in activities that provide exposure to events that happen slowly	Students will know:  • examples of occurrences that are fast or slow. Examples include, erosion, weathering.	How can wind and water change Earth's surface?	Science Probe- Shapes of Landforms  Performance Task- Earth's slow changes

		SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted. LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	and events that happen fast.  • sort events into fast or slow categories.			
Quick Changes to Earth's Surface	7 days	SC.1.E.6.3 Recogniz e that some things in the world around us happen fast and some happen slowly. SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based	● participate in activities that provide exposure to events that happen slowly and events that happen fast.  ● sort events into fast or slow categories.	• examples of occurrences that are fast or slow. Examples include, weather,, earthquakes, volcanoes.	How can Earth's surface change quickly?	Science Probe- Quick Changes Performance Task-Make a Model of a quick change

	on those explorations.		
	LAFS.1.W.3.8 With		
	guidance and		
	support from		
	adults, recall		
	information from		
	experiences or		
	gather information		
	from provided		
	sources to answer a		
	question.		



## Science-Grade One: Quarter 4 Curriculum Map

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ELL Resources ESE Resources

	Module # 5- Matter								
Q	Instructional	Duration	Standards	Do	Know	LEQ	Assignment		
u	Guide								
а	<u>Matter</u>	6 days	SC.1.P.8.1 Sort	Students will be able to:	Students will know:	What is	Science Probe-		
r	<u>Everywhere</u>		objects by	<ul> <li>participate in</li> </ul>	<ul> <li>what matter is.</li> </ul>	matter?	Matter		
t			observable	activities that	<ul> <li>that matter can</li> </ul>				
е	Note: This		properties, such as	introduce them	be a solid, liquid,		Performance		
r	lesson includes		size, shape, color,	to matter as a	or gas.		Task- All		
_	the use of the		temperature (hot or	solid, liquid, or	<ul> <li>what it means to</li> </ul>		About Matter		
F	leveled reader,		cold), weight (heavy	gas.	classify matter.				
0	Gases Matter.		or light), texture, and	<ul> <li>classify matter</li> </ul>	ciassily matter				
u	See the		whether objects sink	as a solid, liquid,					
r	Elaborate		or float.	or gas.					
	section for		SC.1.N.1.2 Using the						
	directions on		five senses as tools,						
	use.		make careful						
			observations,						
			describe objects in						
			terms of number,						
			shape, texture, size,						
			weight, color, and						
			motion, and compare						
			their observations						
			with others.						
			LAFS.1.W.3.8 With						
			guidance and						
			support from adults,						

Properties of	7 days	recall information from experiences or gather information from provided sources to answer a question.	Students will be able to:	Students will know:	What are	Science Probe-
Matter	, adys	objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information	<ul> <li>participate in activities sorting objects.</li> <li>sort objects based on properties such as size, shape, color, temperature, weight, texture, and whether objects sink or float.</li> </ul>	<ul> <li>how to sort a group of objects.</li> <li>how to sort objects that sink or float.</li> </ul>	some properties of matter?	Color, Size, and Shape  Performance Task- Groups of Objects

Instructional Guide	Duration	Standards	Module # 6- Forces and Mo Do	Know	LEQ	Assignment
Note: This lesson includes the use of the levelved reader, Games in Motion. See the Explain section of the lesson for directions on use.	7 days	SC.1.P.12.1 Demonst rate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow. SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided	Students will be able to:  demonstrate specific benchmark vocabulary (movement).  describe motion using vocabulary: forwards, backwards, diagonal, right, left, up, down, straight, curved, fast, slow, etc.  demonstrate examples of objects that move: forwards, backwards, diagonal, right, left, up, down, straight, curved, fast, slow, etc.	Students will know:  vocabulary/definitions for movement: straight, zigzag, back-and-forth, round-and-round, fast, slow, up, down.  how to identify types of movement.	What are some ways objects move?	Science Probe- Ways Objects Move Performance Task- Model Ways to Move

Changes in Motion	7 days	sources to answer a question.  SC.1.P.13.1 Demonst rate that the way to change the motion of an object is by applying a push or a pull.  SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted.	Students will be able to:  • generate a list or act out how you push or pull (can be done at school and at home).  • demonstrate that a change in motion can involve a start, a stop, a change in direction or a	Students will know:  • to describe how forces can change the motion of an object.	How do forces change the motion of an object?	Science Probe- Forces Change Motion Performance Task- Make a Motion Game
		do you know?" in appropriate situations. LAFS.1.W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	develop questions about motion.			