THE SCHOOL DISTRICT OF LEE COUNTY

Science - Grade One: Scope and Sequence

Course # 5020020

SEQUENCE

	Unit	Module	Topic Name	Standards	*Pacing
Q1	Plants and Animals	1	Living and Non-Living Things	SC.1.L.14.1, SC.1.L.14.3, SC.1.N.1.2	6 Days
			Plant and Animal Needs	SC.1.L.14.1, SC.1.L.17.1, SC.1.N.1.1	7 Days
			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
Q2	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
			Compare Animals	SC.1.L.16.1,SC.1.L.14.1, SC.1.N.1.1	6 Days
	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
Q3	Earth's Surface	5	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
			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
Q4	Matter	6	Matter Everywhere	SC.1.P.8.1, SC.1.N.1.2	6 Days
			Properties of Matter	SC.1.P.8.1, SC.1.N.1.2	7 Days
	Forces and Motion	7	Motion	SC.1.P.12.1, SC.1.N.1.1	7 Days
			Changes in Motion	SC.1.P.13.3, SC.1.N.1.3, SC.1.N.1.4	7 Days

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

The School District of Lee County

Science-Grade One: Quarter 1 Curriculum Map

Course #5020020

ELL Resources ESE Resources

FEEDBACK

Quarter One	Module # 1- Plants and Animals						
	Instructional Guide	**Duration**	**Standards**	**Students Do** ELL Language Objectives	**Students Know**	**EQ**	**Assignment**
	Living and Non-Living Things	6 days	SC.1.L.14.1 Make observations of living things and their environment using the five senses. SC.1.L.14.3 Differentiate between living and nonliving things. 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	Students will make observations of living things and their environment using the five senses -Students will use 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 -Students will differentiate between living and nonliving things. -Students will identify objects as living or nonliving.	-Students will know the five senses can be used as tools to make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion -Students will know how to compare their observations with others. -Students will know the differences between living and nonliving things. -Students will know how to identify objects as living or nonliving.	How are living and nonliving things different?	Science Probe- Living and Nonliving Performance Task- Tell What is Living and Nonliving

			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
	Module # 2- Parents and Their Young						
	Instructional Guide	**Duration**	**Standards**	**Students Do** **ELL Language Objectives**	**Students Know**	**EQ**	**Assignment**
	Plants and Their Parents	7 days	SC.1.L.14.1 Make observations of living things and their environment using the five senses. SC.1.L.16.1 Make observations that plants and animals	-Students will observe and describe how plants and animals closely resemble their parents -Students will observe and describe variations that exist among	Students will know similarities and differences between plants and animals and their parents, respectively.	How are plants like their parents?	Science Probe- Young Plants Performance Task- Compare Tulip Plants

			closely resemble their parents, but 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.	individuals within plant and animal populations.			

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Science-Grade One: Quarter 2 Curriculum Map

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FEEDBACK

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Quarter Two	Module # 2- Parents and Their Young (continued)						
	Instructional Guide	**Duration**	**Standards**	**Do**	**Know**	**LEQ**	**Assignment**
	Animals and Their Parents	6 days	SC.1.L.14.1 Make observations of living things and their environment using the five senses. 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.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 make observations of living things and their environment using the five senses. -Students will make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. - Students will describe similarities and differences between a parent and its offspring.	Students know how to make observation that plants and animals closely resemble their parents Students know how young animals are like and unlike their parents.	How are young animals like and unlike their parents?	Science Probe- Puppies Performance Task- Compare Cat and Kittens

			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.	Students will know: ● 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.				
	Module # 3- Earth and Space						
	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

			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 from provided sources to answer a question.	observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.			
	Gravity	4 days	SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. 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.	- Students will investigate how gravity affects objects. - Students will observe how an object's surface area catches air and slows down its fall. - Students will investigate how quickly different objects fall.	Students know how to define gravity as a force that pulls objects toward each other Students know that Earth's gravity pulls objects on or near Earth toward it. Students know that how an object falls depends on its surface area	What is gravity?	Science Probe- Objects and Gravity Performance Task- The Speed of Gravity

	Sunlight and Earth's Surface **Note: This lesson includes the use of the leveled reader, *The Four Seasons.* See the Elaborate Section of the lesson for directions on use.**	4 days	SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun. 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 from provided sources to answer a question.	Students will be able to: ● investigate, identify, and discuss the beneficial and harmful properties of the Sun. ● investigate that the Sun can warm various solid and liquid substances. ● explain the effect the Sun has on the Earth.	Students will know: ● the beneficial and harmful properties of the Sun. ● that the Sun can warm solid and liquid substances. ● the Sun has an effect on Earth.	How does the Sun affect Earth's surface?	Science Probe-Warm Sand Performance Task- Give a News Report

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Science-Grade One: Quarter 3 Curriculum Map

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FEEDBACK

Quarter Three	Module # 4- Earth's Surface						
	Instructional Guide	**Duration**	**Standards**	**Do**	**Know**	**LEQ**	**Assignment**
	Describe Earth's Surface	6days	SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface. 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	Students will be able to: ● participate in activities that allow exploration of water, rocks, soil, and living organisms. ● keep records of examples of water, rocks, soil, and living organisms.	Students will know: ● the definition of Earth's surface. ● the definition of living organism. ● the difference between rocks and soil.	What is on Earth's surface?	Science Probe- Earth's surface Performance Task- Make a Model of Earth's Surface

			gather information from provided sources to answer a question.				
	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	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 Recognize 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 Recognize 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	Students will be able to: ● participate in activities that provide exposure to events that happen slowly and events that happen fast. ● sort events into fast or slow categories.	Students will know: ● 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.				

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Science-Grade One: Quarter 4 Curriculum Map

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Feedback

Quarter Four	Module # 5- Matter						
	Instructional Guide	**Duration**	**Standards**	**Do**	**Know**	**LEQ**	**Assignment**
	Matter Everywhere **Note: This lesson includes the use of the leveled reader, *Gases Matter*. See the Elaborate section for directions on use.**	6 days	SC.1.P.8.1 Sort 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,	Students will be able to: ● participate in activities that introduce them to matter as a solid, liquid, or gas. ● classify matter as a solid, liquid, or gas.	Students will know: ● what matter is. ● that matter can be a solid, liquid, or gas. ● what it means to classify matter.	What is matter?	Science Probe- Matter Performance Task- All About Matter

			recall information from experiences or gather information from provided sources to answer a question.				
	Properties of Matter	7 days	SC.1.P.8.1 Sort 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	Students will be able to: ● participate in activities sorting objects. ● sort objects based on properties such as size, shape, color, temperature, weight, texture, and whether objects sink or float.	Students will know: ● how to sort a group of objects. ● how to sort objects that sink or float. ●	What are some properties of matter?	Science Probe- Color, Size, and Shape Performance Task- Groups of Objects

			from provided sources to answer a question.				
	Module # 6- Forces and Motion						
	Instructional Guide	**Duration**	**Standards**	**Do**	**Know**	**LEQ**	**Assignment**
	Motion **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 Demonstrate 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

			sources to answer a question.				
	Changes in Motion	7 days	SC.1.P.13.1 Demonstrate 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. 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.	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 change in speed. ● develop questions about motion.	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