

1st Grade Scope and Sequence SCIENCE

| Unit of Study | Big Idea | Essential Questions | Resources | Standards |
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| <p align="center">Unit 1 How Scientists Work (5 lessons)</p> <p>SEPTEMBER 11-OCTOBER 18 6 WEEKS</p> | <p>Scientists use inquiry skills and tools to help them find out information.</p> | <p>What are senses and other tools? How can we use our senses? What are inquiry skills? How do we use inquiry skills? How do scientists work?</p> | <ul style="list-style-type: none"> • Inquiry Flipchart • Digital Lesson • Student Edition Pages • Online Resources <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Sum it Up!, Brain Check, Apply Concepts • Assessment Guide quizzes and tests (If appropriate*) | <p>3.1.1.A. 9 Participate in investigations about living and/or nonliving things to answer question or test a prediction</p> <p>CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.</p> <p>CC.1.2.1.B Ask and answer questions about key details in a text.</p> <p>SL 1.5.1.A Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> |
| <p align="center">Unit 2 Technology All Around Us (4 lessons)</p> <p>OCTOBER 23-NOVEMBER 30 6 WEEKS</p> | <p>Engineers use a process to design and build something new. They use many different kinds of materials.</p> | <p>How do engineers work? How can we solve a problem? What materials make up objects? How can materials be sorted?</p> | <ul style="list-style-type: none"> • Inquiry Flipchart • Digital Lesson • Student Edition Pages • Online Resources <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Sum it Up!, Brain Check, Apply Concepts • Assessment Guide quizzes and tests (If appropriate*) | <p>3.1.1.A. 9 Participate in investigations about living and/or nonliving things to answer question or test a prediction</p> <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts</p> <p>CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>SL 1.5.1.A Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> |

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| <p>Unit 3 Animals (4 lessons)</p> <p>DECEMBER 4- JANUARY 31</p> <p>8 WEEKS *8 weeks due to holiday breaks*</p> | <p>All animals have to meet needs in order to live and grow. There are many different kinds of animals. They are grouped by their traits.</p> | <p>What are living and nonliving things? What do animals need? How are animals different? How can we group animals?</p> | <ul style="list-style-type: none"> • Inquiry Flipchart • Digital Lesson • Student Edition Pages • Online Resources <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Sum it Up!, Brain Check, Apply Concepts • Assessment Guide quizzes and tests (If appropriate*) | <p>3.1.1.A.1. Categorize living and nonliving things by external characteristics.</p> <p>CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.</p> <p>CC. 1. 2. 1. G Use the illustrations and details in a text to describe its key ideas.</p> <p>SL 1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering question about key details and requesting clarification if something is not understood</p> <p>CC.1.4.1.D Group information and provide some sense of closure. (WRITING)</p> |
| <p>Unit 7 Weather and Seasons (3 lessons)</p> <p>FEBRUARY 5- MARCH 7</p> <p>5 WEEKS</p> | <p>Weather changes from day to day and from season to season. You can use different tools to measure weather.</p> | <p>What is weather? What can we observe about weather?</p> | <ul style="list-style-type: none"> • Inquiry Flipchart • Digital Lesson • Student Edition Pages • Online Resources <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Sum it Up!, Brain Check, Apply Concepts • Assessment Guide quizzes and tests (If appropriate*) | <p>3.3.1.A.5 Become familiar with weather instruments. Collect, describe, and record basic information about weather over time.</p> <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts</p> <p>CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>SL 1.5.1.A Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure(WRITING)</p> |

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| <p>Unit 9 All About Matter (5 lessons)</p> <p>MARCH 12- MAY 16</p> <p>7 WEEKS *Spring break/ Conferences during this time frame*</p> | <p>All objects are matter. Matter can change in different ways.</p> | <p>What can we observe about objects? What are solids, liquids, and gases? How can we measure temperature? How can matter change? What dissolves in water?</p> | <ul style="list-style-type: none"> • Inquiry Flipchart • Digital Lesson • Student Edition Pages • Online Resources <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Sum it Up!, Brain Check, Apply Concepts • Assessment Guide quizzes and tests (If appropriate*) | <p>3.2.1.A.5 Recognize that everything is made of matter</p> <p>CC.2.4.1.A.4 Represent and interpret data using tables/charts</p> <p>CC. 1.2.1.A Identify the main idea and retell key details of a text</p> <p>SL 1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering question about key details and requesting clarification if something is not understood</p> <p>CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure (WRITING)</p> |
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