

First Grade Science Curriculum Map With Learning Targets Attached

| Grade Level: First Grade  |   | School: Brookfield Elementary  |
|---|---|--|
| Subject: Science  |   | Date: July 2012  |
| <h1>SEPTEMBER</h1>  |   | <p><b>Science Inquiry and Application</b><br/> <i>During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:</i></p> <ul style="list-style-type: none"> <li>• <i>Observe and ask questions about the natural environment;</i></li> <li>• <i>Plan and conduct simple investigations;</i></li> <li>• <i>Employ simple equipment and tools to gather data and extend the senses;</i></li> <li>• <i>Use appropriate mathematics with data to construct reasonable explanations;</i></li> <li>• <i>Communicate about observations, investigations and explanations; and</i></li> <li>• <i>Review and ask questions about the observations and explanations of others.</i></li> </ul> |
| Content Standards   | Resources   | Assessments  |
| <p><b>Life Science (LS)</b><br/> <b>Basic Needs of Living Things</b><br/> <b>Living things have basic needs, which are met by obtaining materials from the physical environment.</b><br/>                     Living things require energy, water and a particular range of temperatures in their environments.</p> | Evan-Moor <i>Daily Science</i> Unit 1<br>Various other Evan-Moor Science books<br><i>Scholastic News</i><br>Magic Schoolbus videos<br>Model Curriculum from Ohio State Standards for Science<br>Trade books | Weekly assessments from<br>Evan-Moor <i>Daily Science</i><br>Observations, oral assessments<br>First Grade Assessment Packet (collaboratively produced by grade level team)  |
| <p><b>Life Science (LS)</b><br/> <b>Basic Needs of Living Things</b><br/> <b>Living things have basic needs, which are met by obtaining materials from the physical environment.</b><br/>                     Living things acquire resources from the living and nonliving components of the environment.</p>      | Evan-Moor <i>Daily Science</i> Unit 1<br>Various other Evan-Moor Science books<br><i>Scholastic News</i><br>Magic Schoolbus videos<br>Model Curriculum from Ohio State Standards for Science<br>Trade books | Weekly assessments from<br>Evan-Moor <i>Daily Science</i><br>Observations, oral assessments<br>First Grade Assessment Packet (collaboratively produced by grade level team)  |
| <p><b>Life Science (LS)</b><br/> <b>Basic Needs of Living Things</b><br/> <b>Living things survive only in environments that meet their needs.</b><br/>                     Resources are necessary to meet the needs of an individual and populations of individuals.</p>  | Evan-Moor <i>Daily Science</i> Unit 1<br>Various other Evan-Moor Science books<br><i>Scholastic News</i><br>Magic Schoolbus videos<br>Model Curriculum from Ohio State Standards for Science<br>Trade books | Weekly assessments from<br>Evan-Moor <i>Daily Science</i><br>Observations, oral assessments<br>First Grade Assessment Packet (collaboratively produced by grade level team)  |
| <p><b>Life Science (LS)</b><br/> <b>Basic Needs of Living Things</b><br/> <b>Living things have basic needs, which are met</b></p>  | Evan-Moor <i>Daily Science</i> Unit 1<br>Various other Evan-Moor Science books<br><i>Scholastic News</i>  | Weekly assessments from<br>Evan-Moor <i>Daily Science</i><br>Observations, oral assessments  |

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| <p><b>by obtaining materials from the physical environment.</b><br/>Plants get energy from sunlight. Animals get energy from plants and other animals.</p> | <p>Magic Schoolbus videos<br/>Model Curriculum from Ohio State Standards for Science<br/>Trade books</p> | <p>First Grade Assessment Packet (collaboratively produced by grade level team)</p> |
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# OCTOBER

## Science Inquiry and Application

During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:

- Observe and ask questions about the natural environment;
- Plan and conduct simple investigations;
- Employ simple equipment and tools to gather data and extend the senses;
- Use appropriate mathematics with data to construct reasonable explanations;
- Communicate about observations, investigations and explanations; and
- Review and ask questions about the observations and explanations of others.

| Content Standards   | Resources  | Assessments  |
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| <p><b>Life Science (LS)</b><br/> <b>Basic Needs of Living Things</b><br/> <b>Living things survive only in environments that meet their needs.</b><br/>                     Living things interact with their physical environments as they meet those needs.</p>                       | <p>Evan-Moor <i>Daily Science</i> Unit 1<br/>                     Various other Evan-Moor Science books<br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science<br/>                     Trade books</p> | <p>Weekly assessments from<br/>                     Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     First Grade Assessment Packet (collaboratively produced by grade level team)</p>   |
| <p><b>Life Science (LS)</b><br/> <b>Basic Needs of Living Things</b><br/> <b>Living things survive only in environments that meet their needs.</b><br/>                     Effects of seasonal changes within the local environment directly impact the availability of resources.</p> | <p>Evan-Moor <i>Daily Science</i> Unit 1<br/>                     Various other Evan-Moor Science books<br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science<br/>                     Trade books</p> | <p>Weekly assessments from<br/>                     Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     First Grade Assessment Packet (collaboratively produced by grade level team)</p>   |
| <p><b>Earth and Space Science (ESS)</b><br/> <b>Sun, Energy and Weather</b><br/> <b>The sun is the principal source of energy.</b><br/>                     Sunlight warms Earth's land, air and water.</p>   | <p>Evan-Moor <i>Daily Science</i> Unit 3<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p>            | <p>Weekly assessments from<br/>                     Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |
| <p><b>Earth and Space Science (ESS)</b><br/> <b>Sun, Energy and Weather</b></p>   | <p>Evan-Moor <i>Daily Science</i> Unit 3</p>   | <p>Weekly assessments from</p>   |

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| <p><b>The sun is the principal source of energy.</b><br/>The amount of exposure to sunlight affects the amount of warming or cooling of air, water and land.</p> | <p>Various other Evan-Moor Science books<br/><i>Weekly Reader</i><br/><i>Scholastic News</i><br/>Magic Schoolbus videos<br/>Model Curriculum from Ohio State Standards for Science</p> | <p>Evan-Moor <i>Daily Science</i><br/><br/>Observations, oral assessments<br/>Surveys, checklists, written assessments<br/>Teacher created (collaboratively produced by grade level team)</p> |
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# NOVEMBER

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| <p><b>Life Science (LS)</b><br/> <b>Basic Needs of Living Things</b><br/> <b>Living things have basic needs, which are met by obtaining materials from the physical environment.</b><br/>                     Plants get energy from sunlight. Animals get energy from plants and other animals.</p> | <p>Evan-Moor <i>Daily Science</i> Unit 3<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |
| <p><b>Earth and Space Science (ESS)</b><br/> <b>Sun, Energy and Weather</b><br/> <b>The physical properties of water can change.</b><br/>                     These changes occur due to changing energy.</p>  | <p>Evan-Moor <i>Daily Science</i> Unit 3<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |

| <h1>DECEMBER</h1>   |   | <p><b>Science Inquiry and Application</b><br/> <i>During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:</i></p> <ul style="list-style-type: none"> <li>• <i>Observe and ask questions about the natural environment;</i></li> <li>• <i>Plan and conduct simple investigations;</i></li> <li>• <i>Employ simple equipment and tools to gather data and extend the senses;</i></li> <li>• <i>Use appropriate mathematics with data to construct reasonable explanations;</i></li> <li>• <i>Communicate about observations, investigations and explanations; and</i></li> <li>• <i>Review and ask questions about the observations and explanations of others.</i></li> </ul> |
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| Content Standards   | Resources   | Assessments  |
| <p><b>Life Science (LS)</b><br/> <b>Basic Needs of Living Things</b><br/> <b>Living things survive only in environments that meet their needs.</b><br/>                     Effects of seasonal changes within the local environment directly impact the availability of resources.</p> | <p>Evan-Moor <i>Daily Science</i> Unit 4<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p>  |
| <p><b>Earth and Space Science (ESS)</b><br/> <b>Sun, Energy and Weather</b><br/> <b>The sun is the principal source of energy.</b><br/>                     Sunlight warms Earth's land, air and water.</p>   | <p>Evan-Moor <i>Daily Science</i> Unit 4<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p>  |

# JANUARY

## Science Inquiry and Application

During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:

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| Content Standards  | Resources   | Assessments   |
|--|---|---|
| <p><b>Life Science (LS)</b><br/> <b>Basic Needs of Living Things</b><br/>                     Living things have basic needs, which are met by obtaining materials from the physical environment.<br/>                     Living things require energy, water and a particular range of temperatures in their environments.</p> | <p>Evan-Moor <i>Daily Science</i> Unit 4<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |
| <p><b>Earth and Space Science (ESS)</b><br/> <b>Sun, Energy and Weather</b><br/>                     The sun is the principal source of energy.<br/>                     Sunlight warms Earth's land, air and water.</p>   | <p>Evan-Moor <i>Daily Science</i> Unit 4<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |
| <p><b>Earth and Space Science (ESS)</b><br/> <b>Sun, Energy and Weather</b><br/>                     The sun is the principal source of energy.<br/>                     The amount of exposure to sunlight affects the amount of warming or cooling of air, water and land.</p>   | <p>Evan-Moor <i>Daily Science</i> Unit 4<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |

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| <p><b>Earth and Space Science (ESS)</b><br/><b>Sun, Energy and Weather</b><br/><b>The physical properties of water can change.</b><br/>Weather observations can be used to examine the property changes of water.</p> | <p>Evan-Moor <i>Daily Science</i> Unit 4<br/>Various other Evan-Moor Science books<br/><i>Weekly Reader</i><br/><i>Scholastic News</i><br/>Magic Schoolbus videos<br/>Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from<br/>Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>Surveys, checklists, written assessments<br/>Teacher created (collaboratively produced by grade level team)</p> |
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# FEBRUARY

## Science Inquiry and Application

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| Content Standards  | Resources   | Assessments  |
|--|---|--|
| <p><b>Earth and Space Science (ESS)</b><br/> <b>Sun, Energy and Weather</b><br/> <b>The physical properties of water can change.</b><br/>                     These changes occur due to changing energy.</p>  | <p>Evan-Moor <i>Daily Science</i> Unit 5<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from<br/>                     Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |
| <p><b>Earth and Space Science (ESS)</b><br/> <b>Sun, Energy and Weather</b><br/> <b>The physical properties of water can change.</b><br/>                     Water can change from a liquid to a solid and from a solid to a liquid.</p>  | <p>Evan-Moor <i>Daily Science</i> Unit 5<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from<br/>                     Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |
| <p><b>Physical Science (PS)</b><br/> <b>Motion and Materials</b><br/> <b>Properties of objects and materials can change.</b><br/>                     Objects and materials change when exposed to various conditions, such as heating or freezing.<br/>                     Not all materials change in the same way.</p> | <p>Evan-Moor <i>Daily Science</i> Unit 5<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from<br/>                     Evan-Moor <i>Daily Science</i></p> <p>Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |

| <h1>MARCH</h1>   |   |  | <p><b>Science Inquiry and Application</b><br/> <i>During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:</i></p> <ul style="list-style-type: none"> <li>• <i>Observe and ask questions about the natural environment;</i></li> <li>• <i>Plan and conduct simple investigations;</i></li> <li>• <i>Employ simple equipment and tools to gather data and extend the senses;</i></li> <li>• <i>Use appropriate mathematics with data to construct reasonable explanations;</i></li> <li>• <i>Communicate about observations, investigations and explanations; and</i></li> <li>• <i>Review and ask questions about the observations and explanations of others</i></li> </ul> |
|--|---|--|---|
| Content Standards  | Resources   | Assessments  |   |
| <p><b>Physical Science (PS)</b><br/> <b>Motion and Materials.</b><br/> <b>Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.</b><br/>                     The position of an object can be described by locating it relative to another object or to the object’s surroundings.</p>   | <p>Evan-Moor <i>Daily Science</i> Unit 6<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from<br/>                     Evan-Moor <i>Daily Science</i><br/>                     Observations, oral assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p>   |   |
| <p><b>Physical Science (PS)</b><br/> <b>Motion and Materials</b><br/> <b>Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.</b><br/>                     An object is in motion when its position is changing.</p>  | <p>Evan-Moor <i>Daily Science</i> Unit 6<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from<br/>                     Evan-Moor <i>Daily Science</i><br/>                     Observations, oral assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p>   |   |
| <p><b>Physical Science (PS)</b><br/> <b>Motion and Materials</b><br/> <b>Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.</b><br/>                     The motion of an object can be affected by pushing or pulling. A push or pull is a force that can make an object move faster, slower or go in a different direction.</p> | <p>Evan-Moor <i>Daily Science</i> Unit 6<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from<br/>                     Evan-Moor <i>Daily Science</i><br/>                     Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |   |

# APRIL

## Science Inquiry and Application

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| <p><b>Life Science (LS)</b><br/> <b>Basic Needs of Living Things</b><br/> <b>Living things survive only in environments that meet their needs.</b><br/>                     Resources are necessary to meet the needs of an individual and populations of individuals.</p>   | <p>Evan-Moor <i>Daily Science</i> Unit 2<br/>                     Various other Evan-Moor Science books<br/> <i>Weekly Reader</i><br/> <i>Scholastic News</i><br/>                     Magic Schoolbus videos<br/>                     Model Curriculum from Ohio State Standards for Science</p> | <p>Weekly assessments from Evan-Moor <i>Daily Science</i><br/>                     Observations, oral assessments<br/>                     Surveys, checklists, written assessments<br/>                     Teacher created (collaboratively produced by grade level team)</p> |

MAY

**Science Inquiry and Application**

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