

| 3 rd Quarter | WEEK 1 <u>Weather, the Sky, and Seasons</u> | WEEK 2 <u>Matter and Energy</u> | WEEK 3 <u>Matter and Energy</u> | WEEK 4 <u>Matter and Energy</u> | WEEK 5 <u>Matter and Energy</u> |
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| Concept (Standard) | <p>Concept: Chapter 2– The Sky and the seasons</p> <p>1.1.1 Follows procedures and explain the results of an investigation to an audience using simple tables, charts, graphs, and pictures.</p> <p>1.1.2 Suggest what may happen in an experience.</p> <p>1.4.2 Investigate by observing and also measuring that the Sun warms the land, air, and water.</p> <p>1.4.3 Recognize some of the different types of clouds.</p> | <p>Concept: Chapter 1 Investigate Matter</p> <p>1.1.1 Follows procedures and explain the results of an investigation to an audience using simple tables, charts, graphs, and pictures.</p> <p>1.1.2 Suggest what may happen in an experience.</p> <p>1.3.1 Define matter and give examples.</p> <p>1.3.2 Define some basic properties of matter, such as color, mass, and size, as well as the states of matter.</p> | <p>Concept: Chapter 1 Investigate Matter</p> <p>1.1.1 Follows procedures and explain the results of an investigation to an audience using simple tables, charts, graphs, and pictures.</p> <p>1.1.2 Suggest what may happen in an experience.</p> <p>1.3.1 Define matter and give examples.</p> <p>1.3.2 Define some basic properties of matter, such as color, mass, and size, as well as the states of matter.</p> | <p>Concept: Chapter 2 Making Sound</p> <p>1.1.1 Follows procedures and explain the results of an investigation to an audience using simple tables, charts, graphs, and pictures.</p> <p>1.1.3 Identify common instruments visually and aurally in a variety of music. (Music)</p> <p>1.3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse and local cultures. (Music)</p> | <p>Concept: Chapter 2 Making Sound</p> <p>1.1.1 Follows procedures and explain the results of an investigation to an audience using simple tables, charts, graphs, and pictures.</p> <p>1.1.3 Identify common instruments visually and aurally in a variety of music. (Music)</p> <p>1.3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse and local cultures. (Music)</p> |

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| <p>CCSS Standards</p> | <p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | <p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | <p>1.RI.1 Ask and answer questions about key details in a text.</p> <p>1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | <p>1.RI.8 Identify the reasons an author gives to support points in a text.</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>1.RI.8 Identify the reasons an author gives to support points in a text.</p> <p>1.RI.10 With prompting and support, read informational texts of appropriate complexity of grade 1.</p> <p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> |
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| Skill (SAT-10) | Understand the locations of objects in the sky Use basic measurement instruments | Recognize different states of matter Understand how to determine basic properties of materials | Recognize different states of matter Understand how to determine basic properties of materials | Use observation skills to determine differences | Use observation skills to determine differences |
| Assessment | Pre/Post Test, Standardized test preparation science workbook and assessment guide science workbook. | Pre/Post Test, Standardized test preparation science workbook and assessment guide science workbook. | Pre/Post Test, Standardized test preparation science workbook and assessment guide science workbook. | Pre/Post Test, Standardized test preparation science workbook and assessment guide science workbook. | Pre/Post Test, Standardized test preparation science workbook and assessment guide science workbook. |
| ESLRs | Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situations. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them. | Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situations. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them. | Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situations. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them. | Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situations. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them. | Use effective oral and written communication Participate as productive members of the community. Integrate learning and apply to real-life situations. Explore concepts and skills needed for future world experiences. Set personal goals and work towards achieving them. |

CURRICULUM MAP

Science