

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>
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>

<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