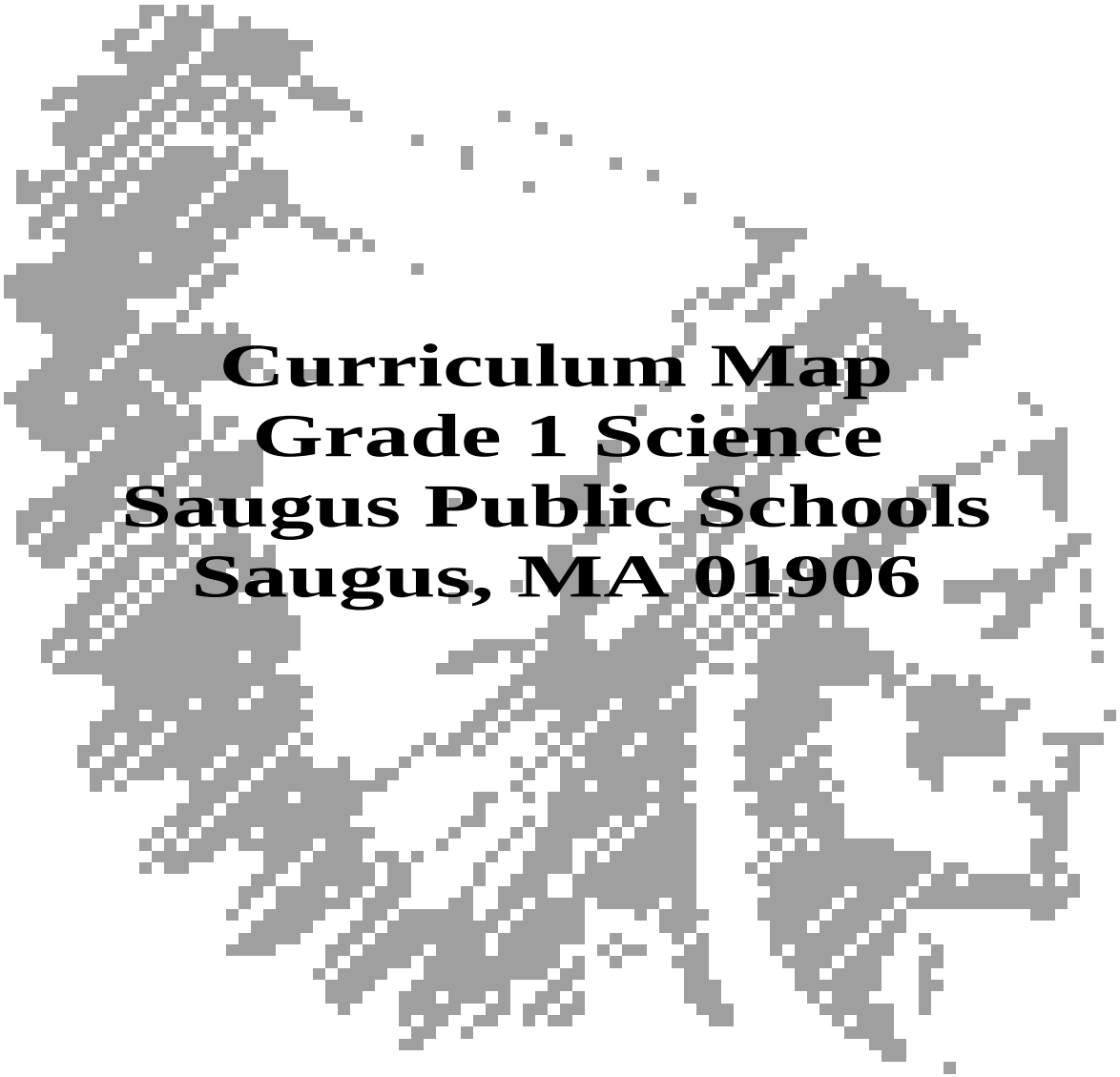

# Curriculum Map
# Grade 1 Science
# Saugus Public Schools
# Saugus, MA 01906

*Monthly Module assuming 2 week science coverage and 2 week social studies coverage

## September

### *Massachusetts Performance Standards*

**Life Science 1: Recognize** that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

**Life Science 3: Recognize** that plants and animals have life cycles, and that life cycles vary for different living things.

**Life Science 6: Recognize** that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and tast**e**

**Technology Engineering 1.1: Identify** and **describe** characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.2: Identify** and **explain** some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.3: Identify** and **describe** the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

## UNIT A: PLANTS ARE LIVING THINGS

Your Senses
Living and Non-living Things
Chapter 1 Lesson 1 pages A4-9
Chapter 1 Lesson 2 pages 10-13

### Objectives (Students will…)

- **Explore** your senses to make observations
- **Identify** the 5 senses and communicate how they are used.
- **Explore** living and non-living things by comparing.
- **Recognize** the characteristics of living things and non-living things.

### Essential Question

What are your 5 senses and how are they used?

### Teacher Resources

- Macmillan, McGraw-Hill 2005, Science Grade 1
- Big Book pages A4-A13
- Activity Resources pages 1-6
- Reading in Science Resources pages 5-16
- Vocabulary Cards
- Reading Aid Transparency 1 &2
- Book- **Living Trees Grow Up**

### Media and Technology Resources

- Visual Aid Transparency 1
- Explore Activity Videos:
  - *What do you observe?*
  - *How are these animals different?*

### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.
**Class work:** To be done on each topic/concept as needed for understanding.
**Homework:** To be given daily on each introduced topic as determined by the teacher.
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lab: Explore Activity: What do you observe? page 85**
**How are these animals different? page 11**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

# October

## *Massachusetts Performance Standards*

**Life Science 1: Recognize** that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

**Technology Engineering 1.1: Identify** and **describe** characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.2: Identify** and **explain** some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.3: Identify** and **describe** the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

## UNIT A: PLANTS ARE LIVING THINGS

A Look at Plants
Plants are Living Things
Plants Have Parts
Chapter 2 Lesson 3 pages A20-A25
Chapter 2 Lesson 4 pages A26-A29

### Objectives (Students Will…)

- **Explore** through observation what happens when plants do not get water.
- **Recognize that plants are able to grow in a variety of places as long as their needs are met.**
- **Explore comparing differences and similarities among seed plants.**
- **Identify the parts common to most seed plants.**

### Essential Question

What do plants need to grow?

### Teacher Resources

- Macmillan McGraw-Hill 2005, Science Grade 1
- Big Book pages A20-A29
- Activity Resources pages 7-10, 12, 25-27, 29
- Reading in Science Resources pages 23-34
- Reading Aid Transparency A3 & A4
- School to Home Activities pages 2 & 3

### Media Resources

- Visual Aid Transparency 2
- Science Center Cards 1, 2 & 4
- Explore Activity Videos:
  - *What happens to a plant that does not get water?*
  - *How are plant parts alike and different?*
- www.wcs.org

### Evaluation/Activities

**Class work:** To be done on each topic/concept as needed for understanding.
**Homework:** To be given daily on each introduced topic as determined by the teacher.
**Review:** All weekly concepts.
**Quiz:** Assessments given as warranted by the curriculum.

**Lab: Explore Activity: page A21 What happens to a plant that does not get wet?**
**page 27 How are plant parts alike and different?**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## November

### *Massachusetts Performance Standards*

**Life Science 1: Recognize** that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

**Life Science 2: Differentiate** between living and nonliving things. **Group** both living and nonliving things according to the characteristics that they share.

**Life Science 8: Identify** the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

**Technology Engineering 1.1: Identify** and **describe** characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.2: Identify** and **explain** some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.3: Identify** and **describe** the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

## UNIT **B: ANIMALS ARE LIVING THINGS**

Animals are Living Things
A Look at Animals
Mammals
Chapter 3 Lesson 1 pages B2-B9
Chapter 3 Lesson 2 pages B10-B13

### Objectives (Students Will…)

- **Explore** through inference why birds are living things.
- **Define** Describe ways animals are alike and different.
- **Explore** and **communicate** how pets are alike.
- **Identify** characteristics of mammals.

### Essential Question

How do animals use their senses to interact with their environment?

### Teacher Resources

- Macmillan McGraw-Hill 2005, Science Grade 1
- Big Book pages B4-B13
- Activity Resources pages 32-37, 53
- Reading in Science pages 69-80
- Vocabulary Cards
- Science Center Card 7
- Reading Aid Transparency B1 & B2

### Media Resources

- Explore Activity Videos:
  - *Are birds living things?*
  - *How are these pets alike?*

### Evaluation/Activities

**Class work:** To be done on each topic/concept as needed for understanding.
**Homework:** To be given daily on each introduced topic as determined by the teacher.
**Review:** All weekly concepts.
**Quiz:** Assessments given as warranted by the curriculum.

**Lab Explore Activity: Are birds living things? page B5**
**Explore Activity: How are these pets alike? page B11**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## December

### *Massachusetts Performance Standards*

**Life Science 1: Recognize** that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

**Life Science 2: Differentiate** between living and nonliving things. **Group** both living and nonliving things according to the characteristics that they share.

**Life Science 8: Identify** the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

**Technology Engineering 1.1: Identify** and **describe** characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.2: Identify** and **explain** some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.3: Identify** and **describe** the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

## UNIT B: ANIMALS ARE LIVING THINGS

Animals are Living Things
A Look at Animals
Mammals
Chapter 3 Lesson 1 pages B2-B9
Chapter 3 Lesson 2 pages B10-B13

### Objectives (Students Will…)

- **Explore** through inference why birds are living things.
- **Define** Describe ways animals are alike and different.
- **Explore** and **communicate** how pets are alike.
- **Identify** characteristics of mammals.

### Essential Question

What do animals need to grow?
What is a life cycle?

### Teacher Resources

- Macmillan McGraw-Hill 2005, Science Grade 1
- Big Book pages B4-B13
- Activity Resources pages 32-37, 53
- Reading in Science pages 69-80
- Vocabulary Cards
- Science Center Card 7
- Reading Aid Transparency B1 & B2

### Media Resources

- Explore Activity Videos:
  - *Are birds living things?*
  - *How are these pets alike?*

### Evaluation/Activities

**Class work:** To be done on each topic/concept as needed for understanding.
**Homework:** To be given daily on each introduced topic as determined by the teacher.
**Review:** All weekly concepts.
**Quiz:** Assessments given as warranted by the curriculum.

**Lab Explore Activity: Are birds living things? page B5**
**Explore Activity: How are these pets alike? page B11**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## January

### *Massachusetts Performance Standards*

**Life Science 1: Recognize** that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

**Life Science 2: Differentiate** between living and nonliving things. **Group** both living and nonliving things according to the characteristics that they share.

**Life Science 3: Recognize** that plants and animals have life cycles, and that life cycles vary for different living things.

**Life Science 4: Describe** ways in which many plants and animals closely resemble their parents in observed appearance.

**Life Science 7: Recognize** changes in appearance that animals and plants go through as the seasons change.

**Life Science 8: Identify** the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

**Technology Engineering 1.1: Identify** and **describe** characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.2: Identify** and **explain** some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.3: Identify** and **describe** the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

## UNIT B: ANIMALS ARE LIVING THINGS

A Look at Animals
More Animal Groups
Animals Grow and Change
Chapter 3 Lesson 3 pages B14-B19
Chapter 3 Lesson 4 pages B20-B27

### Objectives

- **Explore** differences in animals through classifying.
- **Distinguish** between and identify characteristics of birds, fish, amphibians, reptiles and insects
- **Explore** growth changes between young animals and young adults by comparing.
- **Compare** growth differences and similarities among animals.

### Essential Question

How can you classify different animals?
Explain the life cycle of a frog, butterfly, etc.?

### Teacher Resources

- Macmillan McGraw-Hill 2005, Science Grade 1
- Big Book pages B14-B25
- Activity Resources pages 38-43, 54-55
- Reading in Science Resources pages 81-92
- Vocabulary Cards
- Science Center Card 8 & 9
- School to Home Activity pages 8 & 9

### Media Resources

- Reading Aid Transparency B3 & B4
- Visual Aid Transparency 5 & 6
- Explore Activity Videos:
  - *How can you classify animals?*
  - *How does a caterpillar grow?*

### Evaluation/Activities

**Class work:** To be done on each topic/concept as needed for understanding.
**Homework:** To be given daily on each introduced topic as determined by the teacher.
**Review:** All weekly concepts.
**Quiz:** Assessments given as warranted by the curriculum.

**Lab Explore Activity: How can you classify animals? page B15**
**How does a caterpillar grow? page B21**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

# February

## *Massachusetts Performance Standards*

**Life Science 1: Recognize** that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

**Life Science 6: Recognize** that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste

**Life Science 8: Identify** the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

**Technology Engineering 1.1: Identify** and **describe** characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.2: Identify** and **explain** some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.3: Identify** and **describe** the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

## UNIT B: ANIMALS ARE LIVING THINGS

How animals Meet Their Needs
Getting Food
Where Animals Live
Chapter 4 Lesson 5 pages B32-B37
Chapter 4 Lesson 6 pages B38-B43

### Objectives

- **Explore** simple food chains by putting the animals of those food chains in order.
- **Define** a food chain.
- **Recognize** that body parts help animals get food.
- **Explore** an animal's surroundings by making a model of it.
- **Recognize** that animals are found in places where their needs are met.

### Essential Question

What is a food chain?
How do animal's body parts help them get food?

### Teacher Resources

- Macmillan McGraw-Hill 2005, Science Grade 1
- Big book pages B32-B43
- Activity Resources pages 44-49, 56-58
- Reading in Science Resources pages 99-110
- Vocabulary Cards
- School to Home Activities 10, 13 & 14
- Science Center Cards 10 & 11

### Media Resources

- Reading Aid Transparency 5 & 6
- Visual Aid Transparency 7-12
- Explore Activities Videos:
  - *What do animals eat?*
  - *Where does a polar bear live?*

### Evaluation/Activities

**Class work:** To be done on each topic/concept as needed for understanding.
**Homework:** To be given daily on each introduced topic as determined by the teacher.
**Review:** All weekly concepts.
**Quiz:** Assessments given as warranted by the curriculum.

**Lab Explore Activity: What do animals eat?**
**Where do the polar bears live?**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

# March

## *Massachusetts Performance Standards*

**Life Science 1: Recognize** that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

**Life Science 6: Recognize** that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and tast**e**

**Life Science 8: Identify** the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).

**Technology Engineering 1.1: Identify** and **describe** characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.2: Identify** and **explain** some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.3: Identify** and **describe** the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

## UNIT B: ANIMALS ARE LIVING THINGS

How animals Meet Their Needs
Getting Food
Where Animals Live
Chapter 4 Lesson 5 pages B32-B37
Chapter 4 Lesson 6 pages B38-B43

## Objectives

- **Explore** simple food chains by putting the animals of those food chains in order.
- **Define** a food chain.
- **Recognize** that body parts help animals get food.
- **Explore** an animal's surroundings by making a model of it.
- **Recognize** that animals are found in places where their needs are met.

## Essential Question

Where do animals live?
What do animals use in their environment to survive?

## Teacher Resources

- Macmillan McGraw-Hill 2005, Science Grade 1
- Big book pages B32-B43
- Activity Resources pages 44-49, 56-58
- Reading in Science Resources pages 99-110
- Vocabulary Cards
- School to Home Activities 10, 13 & 14
- Science Center Cards 10 & 11

## Media Resources

- Reading Aid Transparency 5 & 6
- Visual Aid Transparency 7-12
- Explore Activities Videos:
  - *What do animals eat?*
  - *Where does a polar bear live?*

## Evaluation/Activities

**Class work:** To be done on each topic/concept as needed for understanding.
**Homework:** To be given daily on each introduced topic as determined by the teacher.
**Review:** All weekly concepts.
**Quiz:** Assessments given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## April

### *Massachusetts Performance Standards*

**Earth and Space Science 4: Recognize** that the sun supplies heat and light to the earth and is necessary for life**.**

**Technology Engineering 1.1: Identify** and **describe** characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.3: Identify** and **describe** the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

## UNIT C: The Sky and Weather

The Sky
The Sun
Chapter Five: Lesson 1 pages C4-C9

### Objectives (Students will…)

- **Explore** and predict warm places using a thermometer.
- **Recognize** that the Sun provides Earth with light and heat.
- **Recognize** the pattern of the sun's position in the sky.
- **Explain** why we have day and night.

### Essential Question

Why is the Sun the most important star to Earth?

### Teacher Resources

- MacMillan McGraw-Hill Science Grade 1 ( 2005)
- Big Book pages C4-C9
- Activity Resources, pages 60 - 62, 81
- Reading in Science Resources pages 127-132
- School to Home Activities pages 16-18
- Vocabulary Cards

### Media and Technology Resources

- Reading Aid Transparency C1
- Visual Aid Transparency 13, 14
- Explore Activity Video
- Sunburst Visual Media:
  - *Discovering Space: Earth*

### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.
**Class work:** To be done on each topic/concept as needed for understanding.
**Homework:** To be given daily on each introduced topic as determined by the teacher.
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Quiz Vocabulary Lesson 1 Reading in Science Resources pages 131-132**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## May

### *Massachusetts Performance Standards*

**Earth and Space Science 3: Describe** the weather changes from day to day and over the seasons.

**Technology Engineering 1.1: Identify** and **describe** characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.3: Identify** and **describe** the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

## UNIT C: The Sky and Weather

Weather and Season
Weather
Weather Changes
Chapter 6 Lesson 4 pages C24-C31
Chapter 6 Lesson 5 pages C36-37

### Objectives (Students will…)

- **Explore** wind and explore that it can move things..
- **Define** weather.
- **Understand** how rain and snow form.
- **Identify** tools used to measure weather.

### Essential Question

What makes it rain or snow?
What are some tools that are used to measure weather?

### Teacher Resources

MacMillan McGraw-Hill Science Grade 1 (2005)
Big Book pages C26-C31
Activity Resources pages 69-71, 83, 85
Reading in Science Resources pages 151-156
Vocabulary Cards
School to Home Activities pages 20-21

### Media Resources

- Reading Aid Transparency C4
- Visual Aid Transparency 17
- Explore Activity Video

### Evaluation/Activities

**Class work:** To be done on each topic/concept as needed for understanding.
**Homework:** To be given daily on each introduced topic as determined by the teacher.
**Review:** All weekly concepts.
**Quiz:** Assessments given as warranted by the curriculum.

**Lesson 4 Vocabulary Quiz, Reading in Science Resources pages 155-156**
**Chapter 6 Test Assessment Resources pages 29-32 (Use segment of test appropriate to concepts taught)**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## June

### *Massachusetts Performance Standards*

**Earth and Space Science 3: Describe** the weather changes from day to day and over the seasons.

**Technology Engineering 1.1: Identify** and **describe** characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).

**Technology Engineering 1.3: Identify** and **describe** the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.

## UNIT C: The Sky and Weather

Weather and Season
Weather
Weather Changes
Chapter 6 Lesson 4 pages C24-C31
Chapter 6 Lesson 5 pages C36-37

### Objectives (Students will…)

- **Explore** wind and explore that it can move things..
- **Define** weather.
- **Understand** how rain and snow form.
- **Identify** tools used to measure weather.

### Essential Question

What makes it rain or snow?
What are some tools that are used to measure weather?

### Teacher Resources

MacMillan McGraw-Hill Science Grade 1 (2005)
Big Book pages C26-C31
Activity Resources pages 69-71, 83, 85
Reading in Science Resources pages 151-156
Vocabulary Cards
School to Home Activities pages 20-21

### Media Resources

- Reading Aid Transparency C4
- Visual Aid Transparency 17
- Explore Activity Video

### Evaluation/Activities

**Class work:** To be done on each topic/concept as needed for understanding.
**Homework:** To be given daily on each introduced topic as determined by the teacher.
**Review:** All weekly concepts.
**Quiz:** Assessments given as warranted by the curriculum.

**Lesson 4 Vocabulary Quiz, Reading in Science Resources pages 155-156**
**Chapter 6 Test Assessment Resources pages 29-32 (Use segment of test appropriate to concepts taught)**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**