

Grade Level	1st Grade
Subject	Science
Semester 1	Quarter 1
Standards	<ul style="list-style-type: none"> • 1.PS3.1 • 1.PS4. • 1.PS4.2 <p>Engineering, Technology, and Applications of Science (ETS) Standards are embedded throughout curriculum:</p> <ul style="list-style-type: none"> • 1.ETS2.1 • 1.ETS1.1
Objectives/I Can Statements	<ul style="list-style-type: none"> • I can explain that animals, plants, and people use the light the sun gives to Earth. • I can recognize that sunlight warms up Earth's land, water and air. • I can demonstrate how light interacts with different kinds of materials. • I can identify the five senses and the body part associated with each sense. • I can explain how the five senses help us learn. • I can use the five senses to observe. • I can identify tools used in scientific investigations. • I can describe how tools are used to conduct investigations. • I can identify inquiry skills used by scientists. • I can describe how to apply inquiry skills during investigations. • I can explain that keeping records of investigations is part of effective communication. • I can explain that scientists use a process to conduct investigations. • I can record data using pictures and written statements.
Topics	<ul style="list-style-type: none"> • Light • Five Senses • Inquiry Skills • Work of Scientists
Vocabulary	light, energy, heat, reflect, human body, scientific method, scientific tools, senses, inquiry skills, investigation
Summary of Key Learning Events/Instruction	<ul style="list-style-type: none"> • Light is used by people, animals and plants. • Light warms the earth and its surfaces. • Our five senses help us observe and learn. • Scientists learn through conducting investigations. • Scientists use a specific process to conduct investigations. • Scientists use scientific tools to aid them in their work.
Instructional Materials/Resources	<ul style="list-style-type: none"> • HMH Tennessee Science Units 1 and 3 • Text sets of trade books
Assessment	<ul style="list-style-type: none"> • Daily assignments • Exit Tickets • Individual and group projects • Formative assessments • Summative assessments

Grade Level	1st Grade
Subject	Science
Semester 1	Quarter 2
Standards	<p>Engineering, Technology, and Applications of Science (ETS) Standards are embedded throughout curriculum:</p> <ul style="list-style-type: none"> • 1.ETS2.1 • 1.ETS1.1
Objectives/I Can Statements	<ul style="list-style-type: none"> • I can explain that engineers use a process to solve problems. • I can identify steps in a design process. • I can identify the parts and materials that make-up an object. • I can use my five senses to observe. • I can identify materials as natural or human-made or a combination of the two. • I can use evidence to explain why objects were sorted in a certain way.
Topics	<ul style="list-style-type: none"> • Engineers • Solving problems • Materials that Make-up Objects and Sorting of the Materials
Vocabulary	Engineer, design process, materials, human-made, natural
Summary of Key Learning Events/Instruction	<ul style="list-style-type: none"> • Engineers use a design process with specific steps to solve problems. • Objects are made up of man-made and natural materials • The five senses are used by people to observe.
Instructional Materials/Resources	<ul style="list-style-type: none"> • HMH Tennessee Science Unit 2 • Text sets of trade books
Assessment	<ul style="list-style-type: none"> • Daily assignments • Exit Tickets • Individual and group projects • Formative assessments • Summative assessments

Grade Level	1st Grade
Subject	Science
Semester 2	Quarter 3
Standards	<ul style="list-style-type: none"> • 1.LS1.1 • 1.LS1.2 • 1.LS1.3 • 1.LS2.1 • 1.LS2.2 • 1.LS2.3 <p>Engineering, Technology, and Applications of Science (ETS) Standards are embedded throughout curriculum:</p> <ul style="list-style-type: none"> • 1.ETS2.1 • 1.ETS1.1
Objectives/I Can Statements	<ul style="list-style-type: none"> • I can observe that plants share the same basic needs. • I can explain that a plant will die if its basic needs are not met. • I can explain how people help plants meet their basic needs when they care for plants. • I can identify and compare the major parts of a flowering plant, including stems, leaves, roots, flowers, and seeds. • I can describe the function of each of the major parts of a flowering plant. • I can distinguish between plants and animals. • I can explain that there are many kinds of plants on Earth. • I can classify plants into groups based on observable characteristics. • I can recognize that all plants have life cycles. • I can explain that many plants begin life as a seed. • I can compare the rates at which different plants grow and mature. • I can distinguish between plants that make seeds in flowers and plants that make seeds in cones. • I can recognize that plants get what they need from their environments, and when they do not get these things, they cannot grow well. • I understand the ways that plants are able to get what they need from their very different environments.
Topics	<ul style="list-style-type: none"> • Plants and their needs • Plant parts/structure and function of each part • Plant life cycles • Plant classification • Plant needs • Plants and their environment
Vocabulary	Sunlight, soil, nutrients, root, stem, leaf, flower, seed, fruit, soil, plants, ecosystem, climate, seed, seedling, germinate, cone, environment, desert, survive, drought
Summary of Key Learning Events/Instruction	<ul style="list-style-type: none"> • Plants have a specific structure/parts and each part has a purpose. • Plants develop through a specific life cycle. • Plants have needs that must be met for them to grow and thrive. • Plants can be classified by their physical characteristics. • Plants depend on their environment to meet their needs.
Instructional Materials/Resources	<ul style="list-style-type: none"> • HMH Tennessee Science Units 4 and 5 • Text sets of trade books
Assessment	<ul style="list-style-type: none"> • Daily assignments • Exit Tickets • Individual and group projects • Formative assessments

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| | <ul style="list-style-type: none">• Summative assessments |
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Grade Level	1st Grade
Subject	Science
Semester 2	Quarter 4
Standards	<ul style="list-style-type: none"> • 1.ESS1.1 • 1.ESS1.2 • 1.ESS1.3 <p>Engineering, Technology, and Applications of Science (ETS) Standards are embedded throughout curriculum:</p> <ul style="list-style-type: none"> • 1.ETS2.1 • 1. ETS1.1
Objectives/I Can Statements	<ul style="list-style-type: none"> • I can observe and describe the characteristics of the daytime sky. • I can observe and describe the characteristics of the nighttime sky. • I can discuss stars and the fact that we cannot count all the stars in the sky. • I can explain that stars are not scattered evenly in the sky. • I can observe and record changes in the appearance of objects in the sky. • I can explain the sun's relative position, such as how it appears to move across the sky throughout the day. • I can observe how sunrise and sunset form patterns that repeat each day. • I can identify the different seasons and the kinds of weather found in each one. • I can record weather information. • I can explain the pattern that seasons follow throughout the year. • I can explain how changes in weather affect plants and animals, including humans. • I can describe the relationship between daily and seasonal changes.
Topics	<ul style="list-style-type: none"> • Daytime and nighttime sky characteristics and objects • The sun's movement and how it effects day and night • The seasons and weather in each season
Vocabulary	Sun, star, moon, magnify, telescope, shadow, phases, season, weather pattern
Summary of Key Learning Events/Instruction	<ul style="list-style-type: none"> • Observe the daytime and nighttime sky including objects in the sky • Relative position of the sun in the sky and how it effects day and night • The four seasons and weather related to each season • The effect of seasonal weather on plants and animals, including humans
Instructional Materials/Resources	<ul style="list-style-type: none"> • HMH Tennessee Science Unit 6 • Text sets of trade books
Assessment	<ul style="list-style-type: none"> • Daily assignments • Exit Tickets • Individual and group projects • Formative assessments • Summative assessments