

Science Curriculum Map

Grade: 1

New Plants/ Life Science

Enduring Understanding: Students will understand plant life cycle and what plants need in order to grow. They will also be able to identify basic plant structures.

Priority EALRs/GLEs	Big Ideas	Materials/Resources	Assessment
<p>1.1 Properties of Systems (PR) PR 1.1.5 Understand Physical properties of Earth materials.</p> <ul style="list-style-type: none"> Describe how some Earth materials are used by living things (e.g. water and soil for growing plants). <p>PR 1.1.6 Understand characteristics of living organisms.</p> <ul style="list-style-type: none"> Identify observable characteristics of living organisms (e.g., spiders have eight legs; birds have feathers; plants have roots, stems, leaves, seeds, flowers). Observe and describe characteristics of living organisms (e.g. spiders have eight legs, birds have feathers, plants have roots, stems, leaves, seeds, flowers). <p>1.2 Structures of systems (ST) ST 1.2.1 Understand that things are made of parts that go together.</p> <ul style="list-style-type: none"> Identify the parts of objects, organisms, and materials. Describe how the parts of objects, organisms, and materials go together. <p>ST1.2.7. Understand that plants and animals</p>	<p>Classify, sort, categorize, illustrate</p> <p>Properties of soil and water</p> <p>Properties of living organisms</p> <p>Parts of a system Describe the system Function of a part Parts depend on each other Parts are missing</p>	<p>FOSS Kit</p> <p>www.k12.wa.us www.marcopolo.wednet.edu www.teachersdomain.org www.nettrekker.com www.fossweb.com www.enchantedlearning.com www.discoverykids.com www.BillNye.com www.UnitedStreaming.com</p> <p>See Grade Level Vocabulary List in Teachers Guide</p>	<p>FOSS Kit</p> <p>Key Concepts</p> <ul style="list-style-type: none"> Change Diversity of plant life Growth Life cycle Living Plant parts (seed, stem, leaf, root, bulb)

<p>have life cycles.</p> <ul style="list-style-type: none"> Observe and describe the life cycle of a plant or animal (e.g., describe the life cycle of a butterfly- egg, caterpillar or larva, cocoon, and butterfly or adult). <p>1.3 Changes in systems (CH) CH 1.3.8. Know that most living things need food, water, and air.</p> <ul style="list-style-type: none"> Observe and record that most living things need food, water, and air. Observe and record or demonstrate that plants need light. <p>2.1 Investigating Systems (IN) IN 2.1.1. Understand how to ask a question about objects, organisms, and events in the environment.</p> <ul style="list-style-type: none"> Wonder and ask questions about objects, organisms, and events based on observations of the natural world. <p>IN 2.1.2. Understand how to plan and conduct simple investigations following all safety rules.</p> <ul style="list-style-type: none"> Make observations and record characteristics or properties. Make predictions of the results of an investigation. Plan and conduct an observational investigation that collects information about characteristics or properties. Collect data using simple equipment and tools that extend the senses (e.g., magnifiers, rulers, balances, scales, and thermometers). Follow all safety rules during investigations. <p>IN 2.1.3. Understand how to construct a reasonable explanation using evidence.</p>	<p>Inputs/outputs</p> <p>Life Cycles</p> <p>Sources of energy for plants</p> <p>Questioning</p> <p>Plan and conduct a safe experiment</p>		
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3.1 Applications (DE)

DE 3.1.1. Know and understand problems that can be solved or have been solved by using a scientific design.

DE 3.1.2. Understand how to construct and test a solution to a problem.

- Propose, construct, and test a solution to a problem.
 - Give examples of possible solutions to the problem
 - Select and construct a solution to the problem
 - Test a solution to the problem