



<b>Course: Science</b> <b>Grade: 1</b>	<b>Overview of Course</b> (Briefly describe what students should understand and be able to do as a result of engaging in this course): <b>Students will gain an understanding of the basic knowledge of Life, Earth, Physical, and Space and Technology Science</b>
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
(These “spiral” throughout the entire curriculum.)  
**Systems and Investigations**

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
1. Systems	3.1.A. Know that natural and human-made objects are made up of parts. 3.1.E. Recognize change in natural and physical systems 3.4. C. Observe and describe different types of force and motion 3.5. B. Know types and uses of earth materials 3.5.D. Recognize the earth’s different water resources 4.1.C. Identify living things found in water environments	<ul style="list-style-type: none"> <li>• Plants and animals are made up of different parts</li> <li>• Heat, cold, and light change an object</li> <li>• There are different types of force and motion</li> <li>• Understand soil is made up of both organic and inorganic matter</li> <li>• The earth has different bodies of water</li> <li>• Living things are found in water</li> </ul>	What are the differences in living and nonliving systems? What are the different parts of a plant? What are the parts of an animal? How does heat change an object? How does cold change an object? How does light change an object? What is a push? What is a pull? What factors affect plant and root growth? What are the three basic components in soil? What are the different bodies of water? What are living things found in water?
2. Classification	3.3.A. Know the similarities and differences of living things	<ul style="list-style-type: none"> <li>• Plants and animals have basic needs for survival.</li> </ul>	What does a plant need to survive? What does an animal need to survive?
3. Investigation	3.1.C. Illustrate patterns that regularly occur and reoccur in nature	<ul style="list-style-type: none"> <li>• Weather changes</li> </ul>	How does weather change? How does the object look?

	3.2.B. Describe objects in the world using the five senses 3.2.C. Recognize and use the elements of scientific inquiry to solve problems	<ul style="list-style-type: none"> <li>• There are four seasons</li> <li>• Living things have senses</li> <li>• Use observations from experiments and investigations to form a conclusion</li> </ul>	How does the object taste? How does the object feel? How does the object sound? How does the object smell? What happened?
4. Cycles	4.2.D. Identify by-products and their use of natural resources	<ul style="list-style-type: none"> <li>• Some items can be recycled, while others can not</li> </ul>	What can be recycled?
5. Changes	3.3.D. Identify changes in living things over time 3.5.C. Know basic weather elements 4.1.B. Explain differences between moving and still water	<ul style="list-style-type: none"> <li>• Living things change over time</li> <li>• Seasons affect plants and animals</li> <li>• There are different types of precipitation</li> </ul>	How do living things change overtime? How are animals affected by the change in seasons? How are plants affected by the change in seasons? What is snow? What is rain? What is sleet? What is hail?
6. Patterns	3.1.C. Illustrate patterns that regularly occur and reoccur in nature	<ul style="list-style-type: none"> <li>• Identify observable patterns that occur in nature</li> <li>• Use knowledge of natural patterns to make predictions</li> </ul>	How does weather change?
7. Properties	3.4.A. Recognize basic concepts about the structure and properties of matter	<ul style="list-style-type: none"> <li>• The three states of matter are solid, liquid, and gas</li> </ul>	What is a solid? What is a liquid? What is a gas?

**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
August							
September	<b>Balance and Motion</b>	<b>Systems</b>	3.4. C. Observe and describe different types of force and motion	There are different types of force and motion	What is a push? What is a pull?	<b>Science Notebooks</b>	<b>Balance and Motion Science Kit</b>
October	<b>Balance and Motion</b>	<b>Systems</b>	3.4. C. Observe and describe different types of force and motion	There are different types of force and motion	What is a push? What is a pull?	<b>Science Notebooks</b>	<b>Balance and Motion Science Kit</b>

November	<b>Balance and Motion</b>	<b>Systems</b>	3.4. C. Observe and describe different types of force and motion	There are different types of force and motion	What is a push? What is a pull?	<b>Science Notebooks</b>	<b>Balance and Motion Science Kit</b>
December							
January							
February							
March	<b>Soils</b>	<b>Systems</b>	3.5.B. Know types and uses of earth materials	Understand soil is made up of both organic and inorganic matter.	What factors affect plant and root growth? What are the three basic components in soil?	<b>Science Notebooks</b>	<b>Soils Science Kit</b>
April	<b>Soils</b>	<b>Systems</b>	3.5.B. Know types and uses of earth materials	Understand soil is made up of both organic and inorganic matter.	What factors affect plant and root growth? What are the three basic components in soil?	<b>Science Notebooks</b>	<b>Soils Science Kit</b>
May	<b>Soils</b>	<b>Systems</b>	3.5.B. Know types and uses of earth materials	Understand soil is made up of both organic and inorganic matter.	What factors affect plant and root growth? What are the three basic components in soil?	<b>Science Notebooks</b>	<b>Soils Science Kit</b>
June							