

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: First

Subject: Science

Adoption Date: September 3, 2015

Revision Date: November 7, 2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>1. Why does weather change and how are clouds formed? (7 weeks)</p> <p>2. What are the Four Seasons and why does the weather pattern change during each season? (4 weeks)</p> <p>3. Why do Monarch Butterflies migrate to Mexico? (2 weeks)</p>	<p>1. What are solids, liquids and gases? (5 weeks)</p> <p>2. How can we change the property of matter? (5 weeks)</p>	<p>1. What are rocks and soil? (4 weeks)</p> <p>2. Why are natural resources important? (3 weeks)</p> <p>3. How does the Earth change? (3 weeks)</p>	<p>1. What are living and nonliving things and how do they coexist? (4 weeks)</p> <p>2. How do we group animals? (4 weeks)</p> <p>3. How are plants different and why are they important to our planet? (3 weeks)</p>
Instructional Materials	<p>Smart board- smarttech Brainpop Jr. Scholastic News Interactive Science- Pearson 2012 Science Fusion-HMH 2012</p>	<p>Smart board- smarttech Brainpop Jr. Scholastic News Interactive Science- Pearson 2012 Science Fusion-HMH 2012</p>	<p>Smart board- smarttech Brainpop Jr. Scholastic News Interactive Science- Pearson 2012 Science Fusion-HMH 2012</p>	<p>Smart board- smarttech Brainpop Jr. Scholastic News Interactive Science- Pearson 2012 Science Fusion-HMH 2012</p>
Activities	<p>One: The students will draw the water cycle and label the different components of the cycle. (evaporation, condensation, precipitation)</p> <p>Two: The students will make</p>	<p>One: The students will do an interactive science experiment by creating a bowl full of colors. The students will use milk, dishwashing soap and food coloring to create the color rainbow.</p>	<p>One: The students will discover the different layers of soil by the activity -making a cup of soil and rocks Materials: Clear cup bedrock-marshmallows</p>	<p>One: The students will create a 3-4 step food chain. Every food chain must begin with the sun and have producers and consumers</p>

	<p>a four season book. Each time they learn about a new season, they will complete a page for that season.</p> <p>Three: The students will go to our butterfly garden, find a monarch caterpillar and bring it to our classroom. The students will observe the life cycle of the monarch. The students will let it free after it emerges into a monarch butterfly. The students will read books and watch a video about monarch butterflies and their migration to Mexico for the winter months.</p>	<p>Two: The students will change crayons from a solid to liquid back to a solid. The students will do this by adding heat and then taking heat away.</p> <p>Three: The students will create a chemical change. The students will turn a solid and liquid into a gas. The students will use a balloon, vinegar, baking soda and empty water bottle to create this chemical change.</p>	<p>subsoil- cheerios topsoil- chocolate rice krispies humus- M&Ms and gummy worms</p> <p>Two: Show how weathering and erosion changes rocks and soil: Experiment sugar cubes, empty milk containers</p> <p>Three: Activity to show pollution: Large container with water -lots of things to put in the container (banana peel, paper, plastic rings, oil, coffee grinds).... And then use a strainer to try and remove the pollution</p>	<p>Two: The students will make an Animal Book. Each time they learn about a different animal class , they will add to their book. (amphibians, reptiles, mammals, fish, insects)</p> <p>Three: The students will grow a seed 2 different ways to discover what plants need to grow . The students will observe the growth and keep a journal.</p> <p>1. soil 2.baggies</p>
Standards	<p>Activity One: SCI.K-2.5.4.2.F.a SCI.K-2.5.4.2.G.1</p> <p>Activity Two: SCI.K-2.5.4.2.F.1 SCI.K-2.5.2.2.C.a</p> <p>Activity Three: SCI.K-2.5.4.2.G.3</p>	<p>Activity One: SCI.K-2.5.2.2.B.a</p> <p>Activity Two: SCI.K-2.5.2.2.B.a</p> <p>Activity Three: SCI.K-2.5.2.2.B.1</p>	<p>Activity One: SCI.K-2.5.4.2.C.a</p> <p>Activity Two: SCI.K-2.5.4.2.C.a SCI.K-2.5.4.2.G.d</p> <p>Activity Three: SCI.K-2.5.4.2.G.2</p>	<p>Activity One: SCI.K-2.5.3.2.E.b</p> <p>Activity Two: SCI.K-2.5.4.2.E.a</p> <p>Activity Three: SCI.K-2.5.3.2.C.2 SCI.K-2.5.3.2.B.3</p>

<p>Accommodations and Modifications</p>	<p>English language learners: -Use of translation dictionaries to locate words in native language(activity one) -Assign a buddy, same language or English speaking (activity three)</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion</p> <p>Gifted and Talented Students: -Give students opportunities to teach other students(activity two) -Provide independent learning opportunities</p> <p>Students with 504 plans: -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p>	<p>English language learners: -Use of translation dictionaries to locate words in native language(activity two) -Reduce amount of work required</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across classes (activity three) -Adjust time for completion -Adjust number of items student is expected to complete</p> <p>Gifted and Talented Students: -Allow students to present understanding in different and creative ways (activity one) -Give students opportunities to mentor other students</p> <p>Students with 504 plans: -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p>	<p>English language learners: -Use images ,diagrams and other visual aids wherever possible (activity three) -Reduce amount of work required</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion (activity one) -Break assignments into a series of smaller assignments</p> <p>Gifted and Talented Students: -Give students opportunities to mentor other students (activity two) -Provide opportunities for open ended, self directed activities</p> <p>Students with 504 plans: -Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p>	<p>English language learners: -Provide hands-on activities and explanations (activity two) -Assign a buddy, same language or English speaking</p> <p>At Risk of School Failure: -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion (activity three)</p> <p>Gifted and Talented Students: -Give students opportunities to teach other students (activity one)</p> <p>Students with 504 plans: Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p>
<p>Interdisciplinary Connections</p>	<p>Students will follow migration of monarchs to Mexico using a world map. (Social Studies)</p>	<p>Students will make crayons by breaking apart, heating, and cooling showing stages of matter. (Art)</p>	<p>Students will show the layer of soil by measuring using various food items. (Math)</p>	<p>Students will listen to a story about insects and spiders and create one out of various materials. (Literature)</p>

Assessments	Formative assessments Teacher Observation Class Participation Summative assessments Unit Test	Formative assessments Teacher Observation Class Participation Summative assessments Unit Test	Formative assessments Teacher Observation Class Participation Summative assessments Unit Test	Formative assessments Teacher Observation Class Participation Summative assessments Unit Test
21st Century Themes and Skills	CRP1. CRP5.	CRP11. CRP2.	CRP12. CRP6.	CRP5. CRP1.