

1st Grade SCIENCE CURRICULUM

	Suggested Time Line <i>How much time will be spent of this learning?</i>	Essential Questions and Content <i>What will be taught? (broken down by chapter/section)</i>	NJCCC Standards <i>What state standards will be met by these objectives?</i>	Instructional Objectives <i>The students will be able to...</i>	Assessment <i>What evidence will I collect that demonstrates that the students have achieved the objective?</i>	Instructional Domain <i>How will the learning be structured</i>	Instructional Activities <i>What will the students do to achieve the objective?</i>
Unit A- Plants, Animals, and People							
Chapter 1			5.5-A.1 5.5-B.1 5.10-B.1		<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment • Lesson activities • Open ended questions • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and independent writing • Conferencing • Technology • Direct Instruction 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses • Experiment • Making and using models • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening
Lesson 1		What are the parts of plants?	<ol style="list-style-type: none"> 1. Identify the parts of plants 2. Describe how a plant uses its parts to survive 				
Lesson 2		How can plants be sorted?	<ol style="list-style-type: none"> 1. Describe how plants can be sorted 2. Describe how plants are alike and different 				
Lesson 3		How do plants change as they grow	<ol style="list-style-type: none"> 1. Identify ways that plants grow and change 2. Recall that plants have predictable but varied life cycles 				
Chapter 2			5.5-A.1 5.5-B.1 5.5-C.1 5.10-B.1		<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses
Lesson 1		How do animals use their parts?	<ol style="list-style-type: none"> 1. Describe how animals use different body parts to survive 2. Identify and describe animal defense 				

Lesson 2		How are animals grouped?		<ol style="list-style-type: none"> 1. Classify animals according to the ways in which they are alike 2. Identify the different ways in which animals can be grouped 	<ul style="list-style-type: none"> • Lesson activities • Open ended questions • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 	<ul style="list-style-type: none"> • independent writing • Conferencing • Technology • Direct Instruction 	<ul style="list-style-type: none"> • Experiment • Making and using models • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening
Lesson 3		How do animals grow and change?		<ol style="list-style-type: none"> 1. Identify the ways in which animals change as they grow and mature 2. Recognize that animals have predictable but varied life cycles 			
Chapter 3			5.5-A.1 5.10-A.1 5.10-B.1		<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and independent writing • Conferencing • Technology • Direct Instruction 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses • Experiment • Making and using models • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening
Lesson 1		How do people use their parts?		<ol style="list-style-type: none"> 1. Identify major body parts and their functions 2. Describe how people use their body parts to live and learn about the world 	<ul style="list-style-type: none"> • Lesson activities • Open ended questions • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 		
Lesson 2		How do people grow and change?		<ol style="list-style-type: none"> 1. Identify ways that people change as they grow 2. Recall that to stay healthy, people need to exercise, eat food for energy, and get enough sleep 			

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Unit B- Living Things and Where They Live							
Chapter 4			5.5-A.1 5.5-A.2 5.10-A.1		<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment • Lesson activities • Open ended questions • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and independent writing • Conferencing • Technology • Direct Instruction 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses • Experiment • Making and using models • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening
Lesson 1		What is a living thing?		<ol style="list-style-type: none"> 1. Identify characteristics of living and nonliving things 2. Differentiate between living and nonliving things 			
Lesson 2		What do living things need?		<ol style="list-style-type: none"> 1. Recall that all living things need food, water, air, and space 			
Chapter 5			5.5-A.2 5.5-B.2 5.10-A.1		<ul style="list-style-type: none"> • Written Reviews and Tests • Classroom observations • Ongoing lesson assessment • Performance assessment • Portfolio assessment • Lesson activities • Open ended questions 	<ul style="list-style-type: none"> • Differentiated instruction • Flexible Grouping • Overhead • Graphic Organizers • Teacher modeling • Guided and independent reading • Guided and independent writing • Conferencing • Technology 	<ul style="list-style-type: none"> • Observe • Classify • Measure • Communicate • Infer • Predict • Collect, record, and interpret data • Make hypotheses • Experiment • Making and using models
Lesson 1		What lives in a forest?		<ol style="list-style-type: none"> 1. Identify living things that live on a tree 2. Explain how plants and animals live in a forest 			
Lesson 2		What lives in oceans and wetlands?		<ol style="list-style-type: none"> 1. Compare and contrast ocean and wetland animals 2. Describe oceans and 			

				wetlands	<ul style="list-style-type: none"> • Critical thinking questions • Group discussion • Written and oral tests and quizzes • Projects • Self Assessment • Presentations • Rubrics 	<ul style="list-style-type: none"> • Direct Instruction 	<ul style="list-style-type: none"> • PODs • Discussions • Cooperative Learning Activities • Word Wall Vocabulary • Graphic Organizers • Critical Viewing and Listening
Lesson 3		What lives in a desert?		<ol style="list-style-type: none"> 1. Describe a desert 2. Explain how plants and animals live in a desert 			