Science Curriculum Map

Unit Title: Life Science **Grade:** 1st

Quarter: [ ] 1 [ ] 2 [X] 3 [ ] 4

Unit Topic: Investigation 1: Mealworms	**Length: 8 days - ongoing**	**Big Idea:** All living things are made of parts that have specific functions.	
Learner Outcomes /Competencies: • Observe mealworms change from larvae to pupae to adults. • Describe larval segments, legs, and other structures of mealworms. • Learn the three parts of an insect – head, thorax, and abdomen. • Communicate observations of the structure and behavior of insects in words and drawings. • Provide for the needs of living insects – air, food, water, and space.		**Anchors/Standards:** **S4.A.3.1.2:** Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium). **S4.A.3.1.3:** Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system. **3.3.3.A7:** Ask questions about objects. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence	**Assessments** • Teacher Observations/Anecdotal Notes • Journal/ Student Sheets
Science Process Skills Beginning Organizing Inferring Classifying Predicting Communicating	**Vocabulary** Abdomen adult air antenna(e) darkling beetle dead dropping egg food head larva(e) leg life cycle living mealworm molt pupa(e) segment space thorax water wing	**Math Integration** Count heads, antennae, and legs at a group table. Interpret a chart of mealworm stages. Math Extensions page 26 **Reading Integration** Read **Lifetimes.** Read **So Many Kinds, So Many Places** with part 2. Building vocabulary	**Resources:** Insects Module **Materials:** **Part 1 – page 8** **Part 2 – page 16** **Part 3 – page 22**

Science Curriculum Map

Unit Title: Life Science **Grade:** 1st

Quarter: [ ] 1 [ ] 2 [X] 3 [ ] 4

Unit Topic: Investigation 2: Waxworms	**Length: 8 days - ongoing**	**Big Idea:** All living things are made of parts that have specific functions.	
Learner Outcomes /Competencies: • Observe the waxworm life cycle – larva to pupa to adult to egg, and back to larva. • Count and describe larval segments, legs, and other structures and behaviors of waxworms. • Learn that some insects make silk. • Communicate observations of insects in words and drawings. • Provide for the needs of living insects – air, food, water, and space.		**Anchors/Standards:** **S4.A.3.1.2:** Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium). **S4.A.3.1.3:** Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system. **3.3.3.A7:** Ask questions about objects. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence	**Assessments** • Teacher Observations/Anecdotal Notes • Journal/ Student Sheets
Science Process Skills Beginning Organizing Inferring Classifying Predicting Communicating	**Vocabulary** Bristle clasper cocoon moth proleg segment silk spiracle stage wax moth waxworm	**Math Integration** Math Extension page 26 **Reading Integration** Use waxworms for paragraph topics. Building vocabulary	**Resources:** Insects Module **Materials:** **Part 1 – page 8** **Part 2 – page 14** **Part 3 – page 20**

Science Curriculum Map

Unit Title: Life Science **Grade:** 1st

Quarter: [ ] 1 [ ] 2 [ ] 3 [X] 4

Unit Topic: Investigation 3: Milkweed Bugs	**Length: 6 days - ongoing**	**Big Idea:** All living things are made of parts that have specific functions.	
Learner Outcomes /Competencies: • Observe insects hatching from eggs. • Observe the sequence of changes that milkweed bugs go through as they mature into adults. • Observe the three body parts of an insect – head, thorax, and abdomen. • Compare structures on milkweed bugs to other insects. • Observe that different insects have different food needs. • Communicate observations of the structure, pattern, and behavior of insects in words and drawings. • Attend to the basic needs of living insects - air, food, water, and space.		**Anchors/Standards:** **S4.A.3.1.2:** Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium). **S4.A.3.1.3:** Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system. **3.3.3.A7:** Ask questions about objects. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence	**Assessments** • Teacher Observations/Anecdotal Notes • Journal/ Student Sheets
Science Process Skills Beginning Organizing Inferring Classifying Predicting Communicating	**Vocabulary** Bug female habitat hatch insect male mating milkweed bug molting nymph proboscis water fountain	**Math Integration** Math Extensions page 27. **Reading Integration** Read **Insects Shapes and Colors.** Building vocabulary	**Resources** Insects Module **Materials** **Part 1 – page 8** **Part 2 – page 12** **Part 3 – page 21**

Science Curriculum Map

Unit Title: Life Science Grade: 1st

Quarter: [ ] 1 [ ] 2 [ ] 3 [X] 4

Unit Topic: Investigation 4: Silkworms	**Length: 6 days -ongoing**	**Big Idea:** All living things are made of parts that have specific functions.	
Learner Outcomes /Competencies: • Observe insects hatching from eggs. • Observe structures of an insect larva and of an insect adult. • Compare silkworm larvae and adults to those of other insects. • Observe silk production of the larvae for making cocoons. • Observe insect mating and egg laying. • Communicate observations of the structure and behavior of insects in words and drawings. • Observe complete metamorphosis. • Experience an insect's life cycle.		**Anchors/Standards:** **S4.A.3.1.2:** Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium). **S4.A.3.1.3:** Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system. **3.3.3.A7:** Ask questions about objects. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence	**Assessments** • Teacher Observations/Anecdotal Notes • Journal/ Student Sheets
Science Process Skills Beginning Organizing Inferring Classifying Predicting Communicating	**Vocabulary** Eye spot metamorphosis mulberry leaves silkworm spinneret	**Math Integration** Math Extensions page 32 **Reading Integration** Read **What Makes an Insect an Insect?** Building vocabulary	**Resources:** Insects Module **Materials:** **Part 1 – page 10** **Part 2 – page 14** **Part 3 – page 19** **Part 4 – page 23** **Part 5 – page 28**

Science Curriculum Map

Unit Title: Life Science **Grade:** 1st

Quarter: [ ] 1 [ ] 2 [ ] 3 [X] 4

Unit Topic: Investigation 5: Butterflies	**Length: 4 days - ongoing**	**Big Idea:** All living things are made of parts that have specific functions.	
Learner Outcomes /Competencies: • Observe the structure and behavior of painted lady butterflies. • Observe complete metamorphosis in butterfly and compare it to other insects. • Observe the three parts of an insect – head, thorax, and abdomen. • Compare larval segments, legs, and other structures of painted lady butterflies to other insects. • Provide for the needs of insects – air, water, food, and space.		**Anchors/Standards:** **S4.A.3.1.2:** Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium). **S4.A.3.1.3:** Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system. **3.3.3.A7:** Ask questions about objects. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence	**Assessments** • Teacher Observations/Anecdotal Notes • Journal/ Student Sheets
Science Process Skills Beginning Organizing Inferring Classifying Predicting Communicating	**Vocabulary** Butterfly caterpillar chrysalis nectar painted lady proboscis pupate waste	**Math Integration** Math Extensions page 25 Compare butterflies and moths with a venn diagram. **Reading Integration** Read **Insect Life Cycles.** Read **Life Goes Around.** Building vocabulary	**Resources:** Insects Module **Materials:** **Part 1 – page 10** **Part 2 – page 16** **Part 3 – page 20**

Science Curriculum Map

Unit Title: Life Science **Grade:** 1st

Quarter: [ ] 1 [ ] 2 [ ] 3 [X] 4

Unit Topic: Investigation 6: Other Insects	**Length: 3 days**	**Big Idea:** All living things are made of parts that have specific functions.	
Learner Outcomes /Competencies: • Observe crickets in a classroom habitat. • Observe ants in an ant farm. • Observe aquatic insects living in water. • Compare the structures and lifestyles of new insects to those of familiar insects. • Separate insects from noninsects. • Study local insects and compare them to ones studied in class. • Provide for the needs of insects – air, water, food, and space.		**Anchors/Standards:** **S4.A.3.1.2:** Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium). **S4.A.3.1.3:** Categorize the parts of an ecosystem as either living or nonliving and describe their roles in the system. **3.3.3.A7:** Ask questions about objects. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence	**Assessments** • Teacher Observations/Anecdotal Notes • Journal/ Student Sheets
Science Process Skills Beginning Organizing Inferring Classifying Predicting Communicating	**Vocabulary** Ant chirping cricket diving floating mosquito nymph ovipositor swimming tunnel	**Math Integration** Math Extensions page 23 **Reading Integration** Read **Same but Different.** Read **Environment.** Read **Variation.** Building vocabulary	**Resources** Insects Module **Materials** **Part 1 – page 8** **Part 2 – page 14** **Part 3 – page 18**

Science Curriculum Map

Unit Title: Earth Science **Grade:** 1st

Quarter: [X] 1 [ ] 2 [ ] 3 [ ] 4

Unit Topic: Investigation 1: First Rocks	**Length: 7 days**	**Big Idea:** The earth system changes constantly as air, water, soil and rock interact, and the earth is a part of a larger sun, earth, moon system.	
Learner Outcomes /Competencies: • Observe different kinds of rocks. • Compare properties of rocks. • Sort rocks in different ways. • Observe rocks interacting with each other and with water.		**Anchors/Standards:** 3.3.3.A2: Identify the physical properties of minerals and demonstrate how minerals can be tested for these different physical properties 3.3.3.A7: Ask questions about objects. Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information. Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge. Communicate procedures and explanations giving priority to evidence	**Assessments** • Teacher Observations/Anecdotal Notes • Journal/ Student Sheets
Science Process Skills Beginning Organizing Comparing Communicating Observing	**Vocabulary** Basalt collection crystal different dull dust flat geologist group large museum pointed rock rough round same scoria shape small smooth sort striped texture tuff	**Math Integration** Sorting and Comparing by different properties. Math Extensions page 33 **Reading Integration** Text-to-self connection with **Peter and the Rocks** Building vocabulary Enrichment – read **Exploring Rocks** and**Colorful Rocks**	**Resources:** Pebbles, Sand and Silt Module **Materials:** **Part 1 – page 8** **Part 2 – page 13** **Part 3 – page 18** **Part 4 – page 22** **Part 5 – page 26**

Science Curriculum Map

Unit Title: Earth Science **Grade:** 1st

Quarter: [X] 1 [ ] 2 [ ] 3 [ ] 4

<table>
<tr><td colspan="2">Unit Topic: Investigation 2: River Rocks</td><td>Length: 8 days</td><td colspan="2">Big Idea: The earth system changes constantly as air, water, soil and rock interact, and the earth is a part of a larger sun, earth, moon system.</td></tr>
<tr><td colspan="2">Learner Outcomes /Competencies:

• Explore a river rock mixture containing earth material particles of various sizes.
• Use screens to separate and group river rocks by particle sizes.
• Investigate properties of pebbles, sand, gravel, silt, and clay particles.
• Separate sand and silt using water.
• Explore the properties of dry and wet particles.</td><td colspan="2">Anchors/Standards:
<u>3.3.3.A1:</u>
Explain and give examples of the ways in which soil is formed.
<u>3.3.3.A2:</u>
Identify the physical properties of minerals and demonstrate how minerals can be tested for these different physical properties
<u>3.3.3.A7:</u>
Ask questions about objects.
Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known.
Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.
Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.
Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.
Communicate procedures and explanations giving priority to evidence</td><td>Assessments

• Teacher Observations/Anecdotal Notes
• Journal/ Student Sheets</td></tr>
<tr><td>Science Process Skills
Beginning Organizing
Comparing
Communicating
Observing</td><td>Vocabulary
Boulder clay cobble dry earth material gravel layer mixture particle pebble sand screen separate settle shake silt sink size wet</td><td colspan="2">Math Integration
Sorting and Comparing by different properties.
Math Extensions page 30
Reading Integration
Enrichment – read The Story of Sand</td><td>Resources
Pebbles, Sand and Silt Module

Materials :
Part 1 – page 8
Part 2 – Page 14
Part 3 – page 18
Part 4 – page 24</td></tr>
</table>

Science Curriculum Map

Unit Title: Earth Science **Grade:** 1st

Quarter: [ ] 1 [X] 2 [ ] 3 [ ] 4

<table>
<tr><td colspan="2">Unit Topic: Investigation 3: Using Rocks
Length: 8 days</td><td colspan="2">Big Idea: The earth system changes constantly as air, water, soil and rock interact, and the earth is a part of a larger sun, earth, moon system.</td></tr>
<tr><td colspan="2">Learner Outcomes /Competencies:
• Explore places where earth materials are naturally found and ways that earth materials are used.
• Observe and compare different grades of sand paper.
• Use sand to make sculptures and clay to make beads, jewelry and bricks.
• Search for earth materials outside the classroom.</td><td>Anchors/Standards:
3.3.3.A1:
Explain and give examples of the ways in which soil is formed.
3.3.3.A2:
Identify the physical properties of minerals and demonstrate how minerals can be tested for these different physical properties
3.3.3.A7:
Ask questions about objects.
Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known.
Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.
Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.
Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.
Communicate procedures and explanations giving priority to evidence</td><td>Assessments
• Teacher Observations/Anecdotal Notes
• Journal/ Student Sheets</td></tr>
<tr><td>Science Process Skills
Beginning Organizing
Comparing
Communicating
Observing</td><td>Vocabulary
Asphalt bead brick build coarse concrete fine harden matrix medium mortar sandpaper sculpture sidewalk texture</td><td>Math Integration
Sorting and Comparing different properties.
Math Extensions page 30-31
Reading Integration
Enrichment – read Making Things with Rocks</td><td>Resources
Pebbles, Sand and Silt Module
Materials :
Part 1 – page 8
Part 2 – page12
Part 3 – page 16
Part 4 – page 20
Part 5 – page 24</td></tr>
</table>

Science Curriculum Map

Unit Title: Earth Science **Grade:** 1st

Quarter: [ ] 1 [X] 2 [ ] 3 [ ] 4

<table>
<tr><td colspan="2">Unit Topic: Investigation 4: Soil Exporations
Length: 10 days</td><td colspan="2">Big Idea: The earth system changes constantly as air, water, soil and rock interact, and the earth is a part of a larger sun, earth, moon system.</td></tr>
<tr><td colspan="2">Learner Outcomes /Competencies:
• Make a mixture of earth materials to make soil.
• Use screens to separate the components in a soil mixture.
• Observe and record the results of shaking soil and water in a vial.
• Find and collect samples of soil outside the classroom.</td><td>Anchors/Standards:
<u>3.3.3.A1:</u>
Explain and give examples of the ways in which soil is formed.
<u>3.3.3.A2:</u>
Identify the physical properties of minerals and demonstrate how minerals can be tested for these different physical properties
<u>3.3.3.A7:</u>
Ask questions about objects.
Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known.
Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.
Use simple equipment (tools and other technologies) to gather data and understand that this allows scientists to collect more information than relying only on their senses to gather information.
Use data/evidence to construct explanations and understand that scientists develop explanations based on their evidence and compare them with their current scientific knowledge.
Communicate procedures and explanations giving priority to evidence</td><td>Assessments
• Teacher Observations/Anecdotal Notes
• Journal/ Student Sheets</td></tr>
<tr><td>Science Process Skills
Beginning Organizing
Comparing
Communicating
Observing</td><td>Vocabulary
alike
amount
different
humus
ingredient
sample
soil</td><td>Math Integration
Sorting and Comparing by different properties.
Math Extensions page 26
Reading Integration
Enrichment – Read What is in Soil? And Testing Soil</td><td>Resources
Pebbles, Sand and Silt Module

Materials :
Part 1 – page 8
Part 2 – page 15
Part 3 – page 19</td></tr>
</table>

Science Curriculum Map

Unit Title: Physical Science Grade:1st

Quarter: [ ] 1 [ ] 2 [X] 3 [X] 4

<table>
<tr><td colspan="2">Unit Topic: FOSS Solids and Liquids Investigation 1 Length: 9 days</td><td colspan="2">Big Idea: Matter has observable and measurable physical properties.</td></tr>
<tr><td colspan="2">Learner Outcomes /Competencies:
• Explore number of different solid materials
• Describe properties of solid materials
• Recognize solids as different from other states of matter
• Sort solids by their properties
• Describe how the properties of solid materials can have specific uses in construction</td><td>3.2.3.A5: CONSTANCY AND CHANGE Recognize that everything is made of matter.

<u>3.2.3.A6</u>
Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known.
Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.
Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.</td><td>Assessments:
Teacher Observation/Anecdotal Notes
Journals/Student Sheets</td></tr>
<tr><td>Science Process Skills
Beginning Organization
Comparing
Communicating
Observing</td><td>Vocabulary
bend opaque
build pointed
color property
construct rigid
corner rough
curve shape
cylinder smooth
engineer solid
flat sort flexible
straight group texture
hard tower liquid
transparent observe</td><td>Math Integration

Measurement and Geometry Units in Math Curriculum
Extension Activities in the Foss Program page 25-26

Reading Integration
Building Vocabulary</td><td>Resources

Solids and Liquids Module

Materials
Part 1: page 8
Part 2: page 17
Part 3: page 21</td></tr>
</table>

Science Curriculum Map

Unit Title: Physical Science Grade:1st

Quarter: [ ] 1 [ ] 2 [X] 3 [X] 4

<table>
<tr><td colspan="2">Unit Topic: FOSS Solids and Liquids Investigation 2</td><td>Length: 10 days</td><td colspan="2">Big Idea: Matter has observable and measurable physical properties.</td></tr>
<tr><td colspan="2">Learner Outcomes /Competencies:

• Observe the properties of the variety of liquid materials
• Record information about properties of liquids
• Play games to practice vocabulary associated with liquids
• Investigate and record the level nature of liquid as it flows from one stable position to another
• Investigate the appearance and behavior of liquids in containers
• Develop definitions of solids and liquids based on their observations and comparisons</td><td colspan="2">3.2.3.A5: CONSTANCY AND CHANGE Recognize that everything is made of matter.
<u>3.2.3.A6</u>
Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known.
Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.
Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.

<u>3.2.3.A1:</u>
Differentiate between properties of objects such as size, shape, and weight and properties of materials that make up the objects such as color, texture, and hardness
<u>3.2.3.A2:</u> Recognize that all objects and materials in the world are made of matter
<u>3.2.3.A4:</u> Use basic reactions to demonstrate observable changes in properties of matter (e.g., burning, cooking).</td><td>Assessments
Teacher Observation/Anecdotal Notes
Journals/Student Sheets</td></tr>
<tr><td>Science Process Skills
Beginning Organization
Comparing
Communicating
Observing
Predicting</td><td>Vocabulary
Bubbly Pour
Has Color Shake
Property Colorless
Flow Surface Foams
Tornado Level
Translucent Liquid
Transparent Viscous</td><td colspan="2">Math Integration
Estimation
Measurment
Extension Activities page 28-29

Reading Integration
Building Vocabulary</td><td>Resources
Solids and Liquids Module

Materials
Part 1: page 10
Part 2: page 15
Part 3: page 21</td></tr>
</table>

Science Curriculum Map

Unit Title: Physical Science Grade:1st

Quarter: [ ] 1 [ ] 2 [X] 3 [X] 4

<table>
<tr><td colspan="2">Unit Topic: FOSS Solids and Liquids Investigation 4
Length: 10 days</td><td colspan="2">Big Idea: Matter has observable and measurable physical properties.</td></tr>
<tr><td colspan="2">Learner Outcomes /Competencies:
• Observe what happens when solids and water are mixed
• Observe what happens when liquids and water are mixed
• Organize observations of mixtures
• Conduct an investigation to determine if toothpastes is solid or liquid</td><td>3.2.3.A5: CONSTANCY AND CHANGE Recognize that everything is made of matter.
3.2.3.A6
Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known.
Plan and conduct a simple investigation and understand that different questions require different kinds of investigations.
Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists.

3.2.3.A1:
Differentiate between properties of objects such as size, shape, and weight and properties of materials that make up the objects such as color, texture, and hardness
3.2.3.A2: Recognize that all objects and materials in the world are made of matter.
3.2.3.A4: Use basic reactions to demonstrate observable changes in properties of matter (e.g., burning, cooking).</td><td>Assessments
Teacher Observation/Anecdotal Notes
Journals/Student Sheets</td></tr>
<tr><td>Science Process Skills
Beginning Organization
Comparing
Communicating
Observing
Predicting</td><td>Vocabulary
Bigger Change
Crystal Dark
Disappear Dissolve
Evaporate
Evaporation
Float Layer Mixture
Oil Sink Swollen</td><td>Math Integration
Math Extensions page 29-30

Reading Integration
Building Vocabulary</td><td>Resources
Solids and Liquids Module
Materials
Part 1: page 7
Part 2: page 17
Part 3: page 23</td></tr>
</table>

Science Curriculum Map

Unit Title: Physical Science Grade:1st

Quarter: [ ] 1 [ ] 2 [X] 3 [X] 4

Unit Topic: FOSS Solids and Liquids Investigation 3	**Length:** 8 days	**Big Idea:** Matter has observable and measurable physical properties.	
Learner Outcomes /Competencies: • Experience solid materials as pieces, grains, and particles • Observe the behavior of small solids in various settings • Combine and separate solid materials of different particle sizes • Compare the behavior of solids and liquids in similar settings		**3.2.3.A5:** CONSTANCY AND CHANGE Recognize that everything is made of matter. **3.2.3.A6** Understand that all scientific investigations involve asking and answering questions and comparing the answer with what is already known. Plan and conduct a simple investigation and understand that different questions require different kinds of investigations. Communicate procedures and explanations giving priority to evidence and understanding that scientists make their results public, describe their investigations so they can be reproduced, and review and ask questions about the work of other scientists. **3.2.3.A1:** Differentiate between properties of objects such as size, shape, and weight and properties of materials that make up the objects such as color, texture, and hardness **3.2.3.A2:** Recognize that all objects and materials in the world are made of matter.	**Assessments** Teacher Observation/Anecdotal Notes Journals/Student Sheets
Science Process Skills Beginning Organization Comparing Communicating Observing Predicting	**Vocabulary** Cornmeal Different Full Funnel Grain Large Lima Beans Medium Mixture Mung Beans Particle Pile Pinto Bean Powder Rice Same Scoop Screen Separate Sieve Sift Size Small	**Math Integration** Extension Activities page 28-29 Graphing **Reading Integraion** Building Vocabulary	**Resources** Solid and Liquid Module **Materials** Part 1: page 8 Part 2: page 15 Part 3: page 19 Part 4: page 24