

Big Idea: Scientists use inquiry skills and tools to help them find out information.

<i>Content: Science</i>		<i>Grade: First</i>			<i>Unit 1: How Scientists Work Time Frame: September to September 25</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What are senses and other tools?</p> <p>How can we use our senses?</p> <p>What are inquiry skills?</p> <p>How do we use inquiry skills?</p> <p>How do scientists work?</p>	<ul style="list-style-type: none"> ● Follow directions for an investigation to use the sense of touch to identify objects ● Plan and conduct an investigation to compare objects using a balance ● Use the five senses as tools to observe ● Compare observations with others ● Follow directions for an investigation to use inquiry skills such as measuring ● Plan and conduct an investigation to use inquiry skills such as making models ● Raise questions about the natural world and investigate them ● Plan and carry out an investigation 	<p>Plan and conduct a simple investigation, infer, experiment, compare, order, observe, measure, formulate or use models, draw conclusions, hypothesize, experiment</p>	<p>Science, science tools, inquiry skills, senses, investigations</p>	<p>Brain check pages Sum it up pages Lesson quizzes Homework Unit test Experiments and investigations Observations and recordings</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative</p>	<p>1.MP.1 1.MP.4 1.MP.5 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.3 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.3</p>	<p>Science fusion: How Scientists Work</p>

	<p>based on questions asked</p> <ul style="list-style-type: none">● Follow directions for an investigation to compare a set amount of liquid in different containers using the scientific method				<p>meanings and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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					<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u> Text Types and Purposes:</p> <ol style="list-style-type: none">1. Write arguments and support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Production and Distribution of Writing:</p>		
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					<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to</p>	
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					support analysis, reflection, and research. 10. Write routinely over extend time frames and shorter time frames for a range of tasks, purposes, and audiences.		
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Big Idea: Engineers use a process to design and build something new. They use many different kinds of materials.

<i>Content: Science</i>		<i>Grade: First</i>			<i>Unit 2: Technology All Around Us Time Frame: September 28-October 19</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>How do engineers work?</p> <p>How can we solve a problem?</p> <p>What materials make up objects?</p> <p>How can materials be sorted?</p>	<ul style="list-style-type: none"> ● Follow directions for an investigation to use the design process to build a landing pad for an egg ● Plan and conduct an investigation to use the design process to build a paper airplane ● Follow the steps of the design process ● Solve a real world problem ● Follow directions for an investigation to make a piece of artwork and identify its natural and human made materials ● Plan and conduct an investigation to classify natural and human made class room materials ● Use the five senses to observe objects 	<p>Plan and conduct a simple investigation, infer, experiment, compare, order, observe, measure, formulate or use models, draw conclusions, hypothesize, experiment</p>	<p>Engineer, design process, materials, natural, human-made</p>	<p>Brain check pages Sum it up pages Lesson quizzes Homework Unit test Experiments and investigations Observations and recordings</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p>1.MP.1 1.MP.4 1.MP.5 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.3 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.3</p>	<p>Science fusion: Technology all around us</p>

	<ul style="list-style-type: none">● Identify objects being made from human-made or natural materials				<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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Big Idea: All animals have to meet needs in order to live and grow. There are many different kinds of animals. They are grouped by their traits.

<i>Content: Science</i>		<i>Grade: First</i>			<i>Unit 3: Animals Time Frame: October 20-November 16</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What are living and nonliving things?</p> <p>What do animals need?</p> <p>How are animals different?</p> <p>How can we group animals?</p>	<ul style="list-style-type: none"> ● Follow directions for an investigation to make a model as a way to differentiate between living and nonliving things ● Plan and conduct an investigation to observe and classify living and nonliving things in an environment ● Follow directions for an investigation to observe what mealworms need to live and grow ● Plan and conduct an investigation to identify how local birds meet their need for food ● Follow directions for an investigation to sort animals by a variety of physical characteristics ● Plan and conduct an investigation to 	<p>Plan and conduct a simple investigation, infer, experiment, compare, order, observe, measure, formulate or use models, draw conclusions, hypothesize, experiment</p>	<p>Living, reproduce, nonliving, environment, gills, shelter, mammal, bird, reptile, amphibian, fish, insect</p>	<p>Brain check pages Sum it up pages Lesson quizzes Homework Unit test Experiments and investigations Observations and recordings</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p>1.MP.1 1.MP.4 1.MP.5 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.3 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.3</p>	<p>Science fusion: Animals</p>

	<p>observe animals in books and classify them by their observable characteristics</p> <ul style="list-style-type: none">● Observe differences in physical properties● Classify animals by a variety of physical characteristics				<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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Big Idea: Plants have parts to help them meet their needs. There are many different kinds of plants.

<i>Content: Science</i>		<i>Grade: First</i>		<i>Unit 4: Plants</i> <i>Time Frame: November 17- December 23</i>			
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What do plants need?</p> <p>Why do plants grow?</p> <p>What are some parts of plants?</p> <p>How are plants different?</p> <p>How can we compare leaves?</p>	<ul style="list-style-type: none"> ● Follow directions for an investigation to observe whether plants grow toward light ● Plan and conduct an investigation to observe how water moves through a plant ● Raise questions about plants and investigate them ● Observe that all plants share the same basic needs ● Follow directions for an investigation to observe the differences between plant parts such as needs ● Plan and conduct an investigation to observe plant parts ● Follow directions for an investigation to compare leaves from different kinds 	<p>Plan and conduct a simple investigation, infer, experiment, compare, order, observe, measure, formulate or use models, draw conclusions, hypothesize, experiment</p>	<p>Sunlight, soil, nutrients, root, stem, leaf, flower, seed, fruit, flower, cone</p>	<p>Brain check pages Sum it up pages Lesson quizzes Homework Unit test Experiments and investigations Observations and recordings</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p>1.MP.1 1.MP.4 1.MP.5 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.3 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.3</p>	<p>Science fusion: Plants</p>

	<p>of plants by making rubbings</p> <ul style="list-style-type: none">● Observe leaves from 3 different plants				<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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Big Idea: Environments can be found all over Earth. A living thing lives in an environment that meets its needs.

<i>Content: Science</i>		<i>Grade: First</i>			<i>Unit 5: Environments</i> <i>Time Frame: December 18-January 17</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>Where do plants and animals live?</p> <p>What is a terrarium?</p>	<ul style="list-style-type: none"> ● Follow directions for an investigation to observe animal and plant interdependence by modeling food chains. ● Plan and conduct an investigation to make a pet care plan. ● Collect, record and compare information using science tools to support observations of living things in their environment ● Explain that a terrarium has all of the things plants and animals need to survive. ● Gather evidence of interdependence among living organisms. 	<p>Sequence, formulate or use models, plan and conduct a simple investigation, gather, record, display, interpret data, make a model</p>	<p>Environment, food chain, shelter, terrarium</p>	<p>Brain check pages Sum it up pages Lesson quizzes Homework Unit test Experiments and investigations Observations and recordings</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p>1.MP.1 1.MP.4 1.MP.5 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.3 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.3</p>	<p>Science fusion: Environments</p>

					<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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Big Idea: There are many kinds of resources on Earth. You can help save Earth's resources.

<i>Content: Science</i>		<i>Grade: First</i>			<i>Unit 6: Earth's resources</i> <i>Time Frame: January 18-February 10</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What can we find on Earth?</p> <p>What are rocks and soil?</p> <p>What can we observe about rocks?</p> <p>How do soils differ?</p> <p>Where can we find water?</p> <p>How can we save resources?</p>	<ul style="list-style-type: none"> ● Follow directions for an investigation to learn about natural resources by making bricks out of clay. ● Follow directions for an investigation to compare rocks using a balance. ● Recognize that rocks are natural materials. ● Describe common properties of rocks ● Sort rocks into groups based on observable properties. ● Identify the components of soil. ● Observe and describe the properties of soil. ● Compare a variety of soil samples. ● Follow directions for an investigation to find out whether plants grow better in 	<p>Plan and conduct a simple investigation, formulate or use models, draw conclusions, observe, compare, sequence, use numbers, experiment, classify</p>	<p>Natural resource, soil, rock, property, texture, stream, lake, river, ocean, pollution, reduce, reuse, recycle</p>	<p>Brain check pages Sum it up pages Lesson quizzes Homework Unit test Experiments and investigations Observations and recordings</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p>1.MP.1 1.MP.4 1.MP.5 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.3 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.3</p>	<p>Science fusion: Earth's Resources</p>

	<p>salt water or fresh water.</p> <ul style="list-style-type: none">● Follow directions for an investigation to find out how land pollution affects plant growth.				<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
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Big Idea: Weather changes from day to day and from season to season. You can use different tools to measure weather.

<i>Content: Science</i>		<i>Grade: First</i>			<i>Unit 7: Weather and seasons</i> <i>Time Frame: February 11-March 7</i>		
Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What is weather?</p> <p>What can we observe about weather?</p> <p>What are seasons?</p>	<ul style="list-style-type: none"> ● Follow directions for an investigation to find out how temperature changes during the day. ● Observe and record the weather for a period of five days. ● Draw conclusions and communicate the results of an investigation. ● Follow directions for an investigation to find out how fur protects animals from the cold. 	<p>Gather, record, compare, display, interpret data, measure, predict, experiment</p>	<p>Temperature, wind, weather, season, weather pattern</p>	<p>Brain check pages Sum it up pages Lesson quizzes Homework Unit test Experiments and investigations Observations and recordings</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure: 4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze</p>	<p>1.MP.1 1.MP.4 1.MP.5 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.3 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.3</p>	<p>Science fusion: Plants</p>

					<p>how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
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Big Idea: All objects are matter. Matter can change in different ways.

<i>Content: Science</i>	<i>Grade: First</i>	<i>Unit 9: All about matter</i> <i>Time Frame: March 8-April 19</i>
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Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>What can we observe about objects?</p> <p>What are solids, liquids and gases?</p> <p>How can we measure temperature?</p> <p>How can matter change?</p> <p>What dissolves in water?</p>	<ul style="list-style-type: none"> Follow directions for an investigation to sort objects by physical properties such as size, shape, color and texture. Follow directions for an investigation to use water, a cup, and a paper towel to observe liquids and gases. Sort objects based on temperature. Follow directions for an investigation to study changes in matter by identifying substances that dissolve or separate in water. 	<p>Plan and conduct a simple investigation, infer, experiment, compare, order, observe, measure, formulate or use models, draw conclusions, hypothesize, experiment</p>	<p>Matter, weight, property, temperature, texture, solid, liquid, gas, mass</p>	<p>Brain check pages Sum it up pages Lesson quizzes Homework Unit test Experiments and investigations Observations and recordings</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>1.MP.1 1.MP.4 1.MP.5 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.3 1.NBT.6 1.MD.1 1.MD.2 1.MD.3 1.MD.4 1.G.1 1.G.3</p>	<p>Science fusion: All about Matter</p>

	<ul style="list-style-type: none">● Determine which solids dissolve more readily in hot water than in cold.			<p>Craft and Structure:</p> <p>4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		
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					<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity:</p> <p>10. Read and comprehend complex literary and informational texts independently.</p>		
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Big Idea: Forces change the way objects move. Sound is energy that you hear.

<i>Content: Science</i>	<i>Grade: First</i>	<i>Unit 10: Forces and energy</i> <i>Time Frame: April 20-May 30</i>
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Essential Questions	Content	Skills	Key Terms	Assessment	College and Career Readiness Standards	CCCS	Text
<p>How do objects move?</p> <p>How can we change the way objects move?</p> <p>How can we change motion?</p> <p>What is sound?</p> <p>How do we make sound?</p>	<ul style="list-style-type: none"> ● Follow directions for an investigation to find out how fast marbles move through liquid. ● Follow directions for an investigation to move a ball in different ways. ● Investigate by pushing or pulling objects to see how they respond. ● Demonstrate that applying a push or a 	<p>Plan and conduct a simple investigation, infer, experiment, compare, order, observe, measure, formulate or use models, draw conclusions, hypothesize, experiment</p>	<p>Motion, speed, push, pull, force, sound, vibrate, loudness, pitch</p>	<p>Brain check pages Sum it up pages Lesson quizzes Homework Unit test Experiments and investigations Observations and recordings</p>	<p><u>Reading</u> Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key</p>	<p>1.MP.1 1.MP.4 1.MP.5 1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8 1.NBT.1 1.NBT.3 1.NBT.6 1.MD.1 1.MD.2 1.MD.3</p>	<p>Science fusion: Forces and energy</p>

	<p>pull changes the motion of an object.</p> <ul style="list-style-type: none"> ● Follow directions for an investigation to make sounds of different pitch using water filled bottles. ● Demonstrate how sound is made. ● Make observations, perform an investigation to answer a question, and record and communicate results. 			<p>supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure:</p> <p>4. Interpret words and phrases and they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument</p>	<p>1.MD.4 1.G.1 1.G.3</p>
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