

UNIT | Sky Above *(2 weeks)*

1.1 | Sun and Stars *(6 days)*

UNIT | Land and Water *(5.5 weeks)*

2.1 | What's in the Soil? *(6 days)*

2.2 | Water and Change *(7 days)*

2.3 | Water and Conservation *(3 days)*

UNIT | Organisms *(6 weeks)*

3.1 | What Do Living Things Need? *(8 days)*

3.2 | How Do Living Things Change? *(4 days)*

3.3 | Parts of Plants *(6 days)*

UNIT | Energy and Motion *(2 weeks)*

4.1 | On the Move *(6 days)*

UNIT | Sorting Things Out *(3.5 weeks)*

5.1 | Sorting Objects *(10 days)*

UNIT: Sky Above

1.1 Sun and Stars

Recommended Timeframe: (6 Days)

Benchmarks:

- SC.1.E.5.1 - Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)
- SC.1.E.5.2 - Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)
- SC.1.E.5.4 - Identify the beneficial and harmful properties of the Sun. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

Key Resources:

- Engage: [Stars](#) (Image)
(SC.1.E.5.1)
- Explore: [The Stars](#) (Reading Passage)
(SC.1.E.5.1)
- Engage: [Our Sun](#) (Video)
(SC.1.E.5.4)
- Engage: [The Sun Can Help or Harm](#) (TEI)
(SC.1.E.5.4)
- Explore: [How Many Stars Are There in the Sky?](#) (CIT & Video & Exploration)
(SC.1.E.5.1, SC.1.E.5.4)
- Explore: [What Are Some Helpful and Harmful Effects of the Sun?](#) (CIT & Video & TEI)
(SC.1.E.5.4)
- Explore: [What is Gravity and What Effects Does it Have?](#) (CIT & Video)
(SC.1.E.5.2)
- Explore: [How Gravity Works](#) (Reading Passage)
(SC.1.E.5.2)
- Explain: [Explaining Sun and Stars](#) (CIT & TEI)
(SC.1.E.5.4)

Hands-On Activities &
Hands-On Labs:
[Sun Changes](#)

[Sun and Stars Assessment](#)

Key Vocabulary:
[heat](#), [gravity](#), [star](#), [life cycle](#), [color](#)

UNIT: Land and Water

2.1 What's in the Soil?

Recommended Timeframe: (6 Days)

Benchmarks:

SC.1.E.5.3 - Investigate how magnifiers make things appear bigger and help people see things they could not see without them. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

SC.1.E.6.1 - Recognize that water, rocks, soil, and living organisms are found on Earth's surface. (Cognitive Complexity/Depth of Knowledge Rating: Low)

Key Resources:

Engage: [Sand, Clay, Loam](#) (Images)

(SC.1.E.6.1)

Engage: [Discovery What's in the Soil](#) (CIT & Video)

(SC.1.E.6.1)

Explore: [What Is Soil Made of?](#) (CIT & Video)

(SC.1.E.6.1)

Explore: [How is Soil Formed?](#) (CIT & Video)

(SC.1.E.6.1)

Hands-On Activities &
Hands-On Labs:

[Dig In](#)

[Soil Magnified](#)

[What's in the Soil?
Assessment](#)

Key Vocabulary:

[animal](#), [decay](#), [mineral](#), [characteristic](#), [bedrock](#), [soil](#), [color](#), [plant](#), [organism](#), [fungus](#), [water](#)

UNIT: Land and Water

2.2 Water & Change

Recommended Timeframe: (7 Days)

Benchmarks:

SC.1.E.6.3 - Recognize that some things in the world around us happen fast and some happen slowly. (Cognitive Complexity/Depth of Knowledge Rating: High)

SC.1.E.6.2 - Describe the need for water and how to be safe around water. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

Key Resources:

Elaborate: [Project: Sea Wall Safety](#) (STEM Project Starter)

(SC.1.E.6.2, SC.1.E.6.3)

Engage: [Water](#) (Video)

(SC.1.E.6.2)

Explore: [Waters of the Earth](#) (Exploration)

(SC.1.E.6.2)

Explore: [How Can We Be Safe Around Water?](#) (CIT & Image)

(SC.1.E.6.2)

Explore: [What Are Some Changes in Nature That Happen Slowly?](#) (CIT & Video & Reading Passage)

(SC.1.E.6.3)

Explore: [What Are Some Changes in Nature That Happen Quickly?](#) (CIT & Video & Reading Passage)

(SC.1.E.6.3)

Explore: [Quick or Slow?](#) (TEI)

(SC.1.E.6.3)

Hands-On Activities &
Hands-On Labs:

[Water & Change
Assessment](#)

Key Vocabulary:

[coastal plain](#), [rock cycle](#), [physical change](#), [sediment](#), [Earth](#), [erosion](#), [stream](#), [water cycle](#), [water](#)

UNIT: Land and Water

2.3 Water & Conservation

Recommended Timeframe: (3 Days)

Benchmarks:

SC.1.E.6.2 - Describe the need for water and how to be safe around water. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

Key Resources:

Engage: [Using and Saving Water](#) (CIT & Video)

(SC.1.E.6.2)

Explore: [Why is Water Important to Life on Earth?](#) (CIT & Video)

(SC.1.E.6.2)

Explore: [Why is it Important to Use Water Wisely?](#) (CIT & Video)

(SC.1.E.6.2)

Hands-On Activities &
Hands-On Labs:

[Water & Conservation Assessment](#)

Key Vocabulary:
[salt water](#), [freshwater](#),
[conservation](#), [water](#)

UNIT: Organisms

3.1 What Do Living Things Need?

Recommended Timeframe: (8 Days)

Benchmarks:

- SC.1.L.14.1 - Make observations of living things and their environment using the five senses. (Cognitive Complexity/Depth of Knowledge Rating: Low)
- SC.1.L.14.2 - Identify the major parts of plants, including stem, roots, leaves, and flowers. (Cognitive Complexity/Depth of Knowledge Rating: Low)
- SC.1.L.14.3 - Differentiate between living and nonliving things. (Cognitive Complexity/Depth of Knowledge Rating: High)
- SC.1.L.17.1 - Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (Cognitive Complexity/Depth of Knowledge Rating: Low)

Key Resources:

Elaborate: [Project: Droopy Plant](#) (STEM Project Starter) **Note: Introduce this STEM PS at the beginning of the sequence and students can come back to the project at the end to demonstrate their understanding related to the benchmarks.*
 (SC.1.L.14.1, SC.1.L.14.2, SC.1.L.17.1)
 Explore: [How Can You Know if an Object is Living or Non-Living?](#) (CIT & Video & TEI)
 (SC.1.L.14.3)
 Explore: [How Are Plant and Animal Needs Alike and Different?](#) (CIT & Video)
 (SC.1.L.17.1)
 Explore: [Being Alive](#) (Fun-damental) **Life's Basic Needs section*
 (SC.1.L.17.1, SC.1.L.14.2)
 Explain: [Explaining What Do Living Things Need?](#) (CIT & TEI)
 (SC.1.L.17.1)

Hands-On Activities & Hands-On Labs:

[Inspecting Your Spot](#)

[Plant Needs](#)

[What Do Living Things Need? Assessment](#)

Key Vocabulary:

[habitat](#), [leaf](#), [oxygen](#), [environment](#), [root](#), [animal](#), [senses](#), [flower](#), [stem](#), [light](#), [carbon dioxide](#), [nutrients](#), [air](#), [characteristic](#), [water](#)

UNIT: Organisms

3.2 How Do Living Things Change?

Recommended Timeframe: (4 Days)

Benchmarks:

- SC.1.L.14.1 - Make observations of living things and their environment using the five senses. (Cognitive Complexity/Depth of Knowledge Rating: Low)
- SC.1.L.16.1 - Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. (Cognitive Complexity/Depth of Knowledge Rating: Low)

Key Resources:

Engage: [Talking about Changes](#) (CIT & Video)
 (SC.1.L.16.1)
 Engage: [Which Baby Animal Looks Like Its Parent?](#) (TEI)
 (SC.1.L.16.1)
 Explore More Resources: [Baby Birds](#) (Reading Passage)
 (SC.1.L.14.1, SC.1.L.16.1)
 Explore: [Changes You Can See](#) (Reading Passage)
 (SC.1.L.14.1, SC.1.L.16.1)
 Explore: [How Are Offspring Similar to and Different from Their Parents?](#) (CIT & Video)

Hands-On Activities & Hands-On Labs:
[Baby and Adult Animals](#)

[How Do Living Things Change? Assessment](#)

Key Vocabulary:

[animal](#), [life](#)

(SC.1.L.14.1, SC.1.L.16.1)

[cycle](#), [inherit](#), [mineral](#), [color](#), [plant](#)

UNIT: Organisms

3.3 Parts of Plants

Recommended Timeframe: (6 Days)

Benchmarks:

- SC.1.L.14.1 - Make observations of living things and their environment using the five senses. (Cognitive Complexity/Depth of Knowledge Rating: Low)
- SC.1.L.14.2 - Identify the major parts of plants, including stem, roots, leaves, and flowers. (Cognitive Complexity/Depth of Knowledge Rating: Low)
- SC.1.L.17.1 - Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (Cognitive Complexity/Depth of Knowledge Rating: Low)

Key Resources:

Elaborate: [STEM in Action: Working With Plants](#) (CIT & Video)
(SC.1.L.14.1, SC.1.L.14.2)

Engage: [Plants](#) (Video)
(SC.1.L.14.1, SC.1.L.14.2)

Engage: [Plant Puzzle](#) (TEI)
(SC.1.L.14.1, SC.1.L.14.2)

Explore: [What Are the Parts of a Plant? What Parts Do Most Plants Have?](#) (CIT & Video & TEI)
(SC.1.L.14.1, SC.1.L.14.2)

Explore: [Getting to Know Plants](#) (Fundamental)
(SC.1.L.14.1, SC.1.L.14.2, SC.1.L.17.1)

Explain: [Explaining Parts of Plants](#) (CIT & TEI)
(SC.1.L.14.2, SC.1.L.17.1)

Hands-On Activities &
Hands-On Labs:

[Parts of Plants Assessment](#)

Key Vocabulary:

[seedling](#), [stamen](#), [cell](#), [spore](#), [root](#), [stomata](#), [flower](#), [fruit](#), [cone](#), [vein \(plants\)](#), [pigment](#), [needles](#), [seed](#), [stem](#), [conifer](#), [plant](#), [leaf](#), [root hair](#), [tissue](#), [water](#)

UNIT: Energy and Motion

4.1 On The Move

Recommended Timeframe: (6 Days)

Benchmarks:

SC.1.P.12.1 - Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

SC.1.P.13.1 - Demonstrate that the way to change the motion of an object is by applying a push or a pull. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

Key Resources:

Engage: [Let's Think about How Things Move](#) (CIT & Video)

(SC.1.P.12.1)

Explore: [How Can You Change the Way an Object Moves?](#) (CIT & Video)

(SC.1.P.13.1)

Explore: [Push or Pull?](#) (TEI)

(SC.1.P.13.1)

Explore: [What Will Happen If I Push, Pull, Roll, Bounce, or Slide an Object?](#) (CIT & Video & TEI)

(SC.1.P.12.1, SC.1.P.13.1)

Explain: [Explaining On the Move](#) (CIT & TEI)

(SC.1.P.12.1, SC.1.P.13.1)

Elaborate: [STEM in Action: Moving on the Job](#) (CIT & TEI)

(SC.1.P.12.1, SC.1.P.13.1)

Hands-On Activities &
Hands-On Labs:

[How Does it Move?](#)

[On The Move Assessment](#)

Key Vocabulary:

[position](#), [force](#), [motion](#), [model](#)

UNIT: Sorting Things Out

5.1 Sorting Objects

Recommended Timeframe: (10 Days)

Benchmarks:

- SC.1.E.5.3 - Investigate how magnifiers make things appear bigger and help people see things they could not see without them. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)
- SC.1.P.8.1 - Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. (Cognitive Complexity/Depth of Knowledge Rating: Moderate)

Key Resources:

Elaborate: [Project: Sorting Shoes](#) (STEM Project Starter) *Note: Introduce this STEM PS at the beginning of the sequence and students can come back to the project at the end to demonstrate their understanding related to the benchmarks.

(SC.1.P.8.1)

Engage: [Clean Up Your Room!](#) (TEI)

(SC.1.P.8.1)

Explore: [Sorting Things](#) (Reading Passage)

(SC.1.P.8.1)

Explore: [Why Would You Need to Use a Magnifying Glass?](#) (CIT & Video)

(SC.1.E.5.3)

Explain: [Explaining Sorting Objects](#) (CIT & TEI)

(SC.1.P.8.1)

Hands-On Activities & Hands-On Labs:

[Guessing What Floats](#)

[Measuring with Blocks](#)

[Sorting Activity Center](#)

[Sorting Objects Assessment](#)

Key Vocabulary:

[solid](#), [property](#), [weight](#), [liquid](#), [color](#), [temperature \(general\)](#), [characteristic](#)