

Wallenpaupack Area School District Planned Course Curriculum Guide

Department Science

Grade 1

Course Description:

The elementary science curriculum provides opportunities for students to develop understanding and skills to become problem solvers in a scientific world. Students will observe, classify, compare, describe and show an understanding of our natural world. Living and nonliving parts of our world will be investigated. Students will identify and compare natural and man-made systems. Students will investigate plant life and the many uses of plants.

Initial Creation Date (if applicable) and Revision Dates:

3/10/25

Wallenpaupack Area School District Curriculum	
COURSE: Grade 1 Science	GRADE/S: 1
UNIT 1: Living and Non-living things	TIMEFRAME: 4 weeks

PA COMMON CORE/NATIONAL STANDARDS:

UNIT OBJECTIVES (SWBATS):
 Describe characteristics of living things.
 Differentiate between living and non-living things in an environment.
 Distinguish between fact and opinion.
 Generate questions about objects, organisms, and events that can be solved through scientific investigations.
 Make predictions based on observations.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
 Investigating characteristics of living and non-living things through classification of living and non-living things using pictures or objects, nature walks to observe different organisms, discussions about living and non-living things like growth, reproduction, and response to stimuli.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Teacher observations, rubrics, teacher created assessments.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
 Small group instruction, one on one support, additional resources as needed to reteach or enrich.

RESOURCES (Technology Based Resources, Text Resources, etc.):
 Online resources: Pebble-go
 Non-fiction text

KEY VOCABULARY: organism, environment, living, non-living, habitat, grow, change, food, water, air, plant, animals.

Wallenpaupack Area School District Curriculum	
COURSE: Grade 1 Science	GRADE/S: 1
UNIT 2: Plant parts and functions	TIMEFRAME: 4 weeks

PA COMMON CORE/NATIONAL STANDARDS:
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Describe basic needs of plants and animals. (Food, water, air)</p> <p>Describe how different parts of a living thing work together to provide what an organism needs to survive.</p> <p>Classify living things based on similarities and differences.</p> <p>Describe how living things grow and change throughout their life cycle.</p> <p>Identify adaptations of plants and animals that help them survive.</p> <p>Identify and describe plant and animal characteristics needed for survival.</p> <p>Describe objects made from plants.</p> <p>Identify plant parts we eat.</p> <p>Make predictions based on observations.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p>Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p>exploring different parts of a plant through hands-on exploration, creating plant drawings or models, acting out the plant life cycle, conducting simple experiments like testing water needs, and taking nature walks to identify various plants in their environment. Ss</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <p>Teacher observations, rubrics, teacher created assessments.</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p>Small group instruction, one on one support, additional resources as needed to reteach or enrich.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <p>Online resources: Pebble-go</p> <p>Non-fiction text</p>
<p>KEY VOCABULARY: organism, environment, living, non-living, root, stem, leaf, flower, seed, lifecycle, reproduce, grow, change,</p>

Wallenpaupack Area School District Curriculum

COURSE: Grade 1 Science

GRADE/S: 1

UNIT 3: Growth and development of organisms

TIMEFRAME: 4 weeks

PA COMMON CORE/NATIONAL STANDARDS:

UNIT OBJECTIVES (SWBATS):

Compare similar functions of external characteristics of organisms. (Type of covering, body segments, anatomical characteristics.)
Identify animal survival in different habitats.
Describe basic needs of plants and animals. (Food, water, air)
Describe how different parts of a living thing work together to provide what an organism needs to survive.
Classify living things based on similarities and differences.
Describe how living things grow and change throughout their life cycle.
Identify adaptations of plants and animals that help them survive.
Identify and describe plant and animal characteristics needed for survival.
Make predictions based on observations.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
Develop models to demonstrate animal life cycles.
Describe how an animal grows and changes throughout its life cycle.
Compare/contrast animal coverings and movement and how it helps the animal survive.
Compare/contrast animals that are born or hatch.
Compare/contrast parent and offspring.
Identify physical characteristics that can be passed on to offspring.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Teacher observations, rubrics, teacher created assessments.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Small group instruction, one on one support, additional resources as needed to reteach or enrich.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Online resources: Pebble-go

Non-fiction text

KEY VOCABULARY: parent, offspring, born, hatch, organism, lifecycle

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COURSE: Grade 1 Science

GRADE/S: 1

UNIT 2: Structure and Properties of Matter

TIMEFRAME: 4 weeks

PA COMMON CORE/NATIONAL STANDARDS:

UNIT OBJECTIVES (SWBATS):

Make observations about the properties of solids, liquids and gases.

Classify matter by observable properties: color, shape, size, mass.

Communicate observations and measurements to identify materials based on their properties.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Classify solids, liquids, and gases using hands-on materials.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Teacher observations, rubrics, teacher created assessments.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Small group instruction, one on one support, additional resources as needed to reteach or enrich.

RESOURCES (Technology Based Resources, Text Resources, etc.):

Online resources: Pebble-go

Non-fiction text

KEY VOCABULARY: matter, property, mass, color, shape, size, solid, liquid, gas evaporation, condensation, precipitation, water cycle.

Wallenpaupack Area School District Curriculum	
COURSE: Grade 1 Science	GRADE/S: 1
UNIT 1: The Universe and Its Stars	TIMEFRAME: 4 weeks

PA COMMON CORE/NATIONAL STANDARDS:
<p>UNIT OBJECTIVES (SWBATS): Determine a pattern in the movement of the moon. Describe patterns in daylight and dark that can be predicted by the earth orbiting the sun. Describe the seasons. Explain rotation and revolution. Use observations of the sun, moon, and stars to describe patterns that can be predicted. Observe and explain that objects can be seen when illuminated.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Explain the locations of the Earth, moon and sun and describe their relationship. Explain the movements of the Earth, moon and sun by developing models. Explain the different phases of the moon by manipulating models.</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Teacher observations, rubrics, teacher created assessments.</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Small group instruction, one on one support, additional resources as needed to reteach or enrich.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): Online resources: Pebble-go Non-fiction text</p>
<p>KEY VOCABULARY: sun, moon, star, rotation, revolution, day, night, seasons, constellations, light, illuminate.</p>