**Teacher Name:_____ Grade Level:_____ Class:_____**

# 2025-26 GVCS CURRICULUM MAP

| Month | **Standard/Learning Target Science** | **Program Materials/Resources** | **Vocabulary** | **Assessment** | **Writing** |
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| *September 1st Grade* | Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. | Superflex | Waves<br>Light<br>Sound<br>Investigations<br>Materials<br>Vibrate | Daily review<br>Exit tickets<br>Check in | What can make a sound?<br>Paper |
| *October 1st Grade* | Make observations (firsthand or from media) to construct an evidence-based account that objects can be seen only when illuminated. | Superflex | Observation<br>Media<br>Illuminated | Daily review<br>Exit tickets | What did you observe?<br>Paper |
| *November 1st Grade* | Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. | Superflex | Beam of light<br>Objects<br>Investigation | Daily review<br>Exit tickets<br>Quiz | What did your material make in the light?<br>Paper |
| *December 1st Grade* | Use materials to design a solution to a human problem by mimicking how plants and/ or animals use their external parts to help them survive, grow, and meet their needs. | Superflex | Solution<br>Survive<br>Grow<br>Materials | Daily review<br>Exit tickets<br>Quiz | How can you grow?<br>Paper |
| *January 1st Grade* | Read texts and use media to determine patterns in behavior of parents and offspring to help offspring to survive. | Superflex | Behavior<br>Patterns<br>Structure<br>Function | Daily review<br>Exit tickets<br>Quiz | What pattern do you see?<br>Paper |
| *February 1st Grade* | Make observations to construct an evidence-based account that some young plants and animals | Superflex | Similar<br>Plants<br>Animals | Daily review<br>Exit tickets<br>Quiz | Does a young animal look like its mother?<br>Paper |

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| | are similar to. But not exactly like, their parents. | | | | |
| *March 1st Grade* | Use observations of the Sun, Moon, and Stars to describe patterns that can be predicted. | Superflex | Observe<br>Sun<br>Moon<br>Stars<br>Predicted | Daily review<br>Exit tickets<br>Quiz | What can you see in the sky at night?<br>Paper |
| *April 1st Grade* | Make observations at different times of the year to relate the amount of daylight to the time of year. | Superflex | Sun<br>Moon<br>Stars<br>Observations<br>January-December | Daily review<br>Exit tickets<br>Quiz | What do you see in the sky?<br>Paper |
| *May 1st Grade* | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. | Superflex | Object<br>Tool<br>Observations<br>Engineering | Daily review<br>Exit tickets<br>Quiz | What tool can you use? Paper |
| *Jume 1st Grade* | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. | Superflex | Drawing<br>Shape<br>Function | Daily review<br>Exit tickets<br>Quiz | Why did you draw that picture?<br>Paper |
| *September 2nd Grade* | Plan and conduct and investigation to describe and classify different kinds of materials by their observable properties. | Superflex | Investigation<br>Materials<br>Properties | Daily review<br>Exit tickets<br>Quiz | What material did you choose?<br>Paper |
| *October 2nd Grade* | Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. | Superflex | Materials<br>Properties<br>Structure<br>Data | Daily review<br>Exit tickets<br>Quiz | What did your data tell you?<br>Paper |

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| *November 2nd Grade* | Plan and conduct an investigation to determine if plants need sunlight and water to grow. | Superflex | Investigation<br>Plants<br>Water | Daily review<br>Exit tickets<br>Quiz | Did the plant need sunlight?<br>Paper |
| *December 2nd Grade* | Develop a simple model that illustrates how plants and animals depend on each other for survival | Superflex | Plants<br>Animals<br>Survival<br>Illustrate | Daily review<br>Exit tickets<br>Quiz | Why did you make that model for survival?<br>Paper |
| *January 2nd Grade* | Use information from several sources provided evidence that Earth events can occur quickly or slowly. | Superflex | Quickly<br>slowly<br>Earth | Daily review<br>Exit tickets<br>Quiz | What events occur quickly?<br>Paper |
| *February 2nd Grade* | Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. | Superflex | Wind<br>Water<br>Shape<br>Change<br>Land | Daily review<br>Exit tickets<br>Quiz | What can change shape because of wind? Paper |
| *March 2nd Grade* | Develop a model or represent the shapes and kinds of land and bodies of water in an area. | Superflex | Water<br>Shape<br>Bodies of water | Daily review<br>Exit tickets<br>Quiz | Why was your model cool?<br>Paper |
| *April 2nd Grade* | Ask questions, make observations, and gather information about a situation people want to change to define a simple of problem that can be solved through the development of a new or improved object or tool. | Superflex | Observations<br>Object<br>Tools | Daily review<br>Exit tickets<br>Quiz | What questions did you ask to make a better tool?<br>Paper |
| *May 2nd Grade* | Develop a simple sketch, or drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. | Superflex | Different shapes<br>Square<br>Rectangle<br>Circle<br>Triangle | Daily review<br>Exit tickets<br>Quiz | What did your model look like? |
| *June 2nd Grade* | Analyze data from tests of two objects designed to solve the same problem to compare the | Superflex | Strengths<br>Weaknesses<br>Compare | Daily review<br>Exit tickets<br>Quiz | How did your design perform?<br>Paper |

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| | strengths and weaknesses of how each performs. | | design | | |
| *September 3rd Grade* | Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. | Superflex | Conduct<br>Plan<br>Investigation<br>Evidence<br>Balanced<br>Unbalanced<br>object | Daily review<br>Exit tickets<br>Quiz | How did you create a plan?<br>Paper |
| *October 3rd Grade* | Make observations and/ or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. | Superflex | Motion<br>Observation<br>Predict | Daily review<br>Exit tickets<br>Quiz | What did you predict?<br>Paper |
| *November 3rd Grade* | Construct an argument that some animals form groups that help members survive. | Superflex | Animals<br>Survive<br>Argument<br>Construct | Daily review<br>Exit tickets<br>Quiz | What animals can survive in the artic grouping together?<br>Paper |
| *December 3rd Grade* | Analyze and interpret data from fossils to provide evidence of the organisms and the environment in which the lived long ago. | Superflex | Analyze<br>Interpret<br>Fossils<br>Organisms<br>Environment<br>Dinosaurs | Daily review<br>Exit tickets<br>Quiz | What is a fossil?<br>Paper |
| *January 3rd Grade* | Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death | Superflex | Organisms<br>Life cycle<br>Birth<br>Growth<br>Reproduction<br>Death | Daily review<br>Exit tickets<br>Quiz | What is a life cycle?<br>Paper |
| *February 3rd Grade* | Analyze and interpret data to produce evidence that plants and animals have traits inherited from parents and that variation of these | Superflex | Plants<br>Animals<br>Inherited<br>Traits<br>Organisms | Daily review<br>Exit tickets<br>Quiz | What animal looks different from its mother?<br>Paper |

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| | traits exists in a group of similar organisms. | | | | |
| *March 3rd Grade* | Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season | Superflex | Graphical<br>Typical<br>Weather<br>Seasons<br>Winter<br>Summer<br>Spring<br>Fall | Daily review<br>Exit tickets<br>Quiz | What should you expect for weather in the winter, and why?<br>Paper |
| *April 3rd Grade* | Obtain and combine information to describe climates in different regions of the world | Superflex | Climates<br>Rainforest<br>Desert<br>Temperate<br>Tropical<br>Tundra<br>Dry<br>Marine<br>Obtain<br>combine | Daily review<br>Exit tickets<br>Quiz | What is your favorite climate?<br>Paper |
| *May 3rd Grade* | Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. | Superflex | Design<br>Materials<br>Time<br>Cost | Daily review<br>Exit tickets<br>Quiz | What material was your design made from?<br>Paper |
| *June 3rd Grade* | Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. | Superflex | Generate<br>Multiple<br>Problems<br>Criteria | Daily review<br>Exit tickets<br>Quiz | How did you solve the problem?<br>Paper |
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