Grade level: 1 **Course Title: Science** **Topic/Concept: Life Cycle of the Butterfly**

Time Allotment: 2 weeks **Unit Sequence: 1**

Major Concepts to be learned:

- The Life Cycle of the Monarch Butterfly
- Migration of the Monarch Butterfly to Mexico

Expected Skills to be demonstrated:

- Parts of the Butterfly
- The Life Cycle of the Butterfly
- Migration
- Butterflies need for survival
- Food chain
- Habitat

PA Standards/Anchors:

3.1 A
3.3 A-C
4.3 A
4.6 A
4.7 A

Eligible Content:

- The students will use activities in the classroom to become knowledgeable of the life cycle of the butterfly.

Instructional Strategies:

- Observing a real caterpillar as it changes into a butterfly
- Read alouds
- Classroom discussions
- Sequencing butterfly's life cycle

Assessments:

- Teacher observation
- Student participation

Grade level: 1 | **Course Title: Science** | **Topic/Concept: Trees and Plants**

Time Allotment: 4 weeks | **Unit Sequence: 2**

Major Concepts to be learned:

- Parts of a tree and plant
- Needs of a tree and plant
- Life Cycle of a tree and plant
- Seasonal changes of a tree and plant
- Life patterns of a tree and plant
- Living and nonliving things

Expected Skills to be demonstrated:

- Identifing the 4 main parts of a tree (roots, leaves, trunk, flower)
- Trees and plants need water, soil, and sunlight to survive
- Observing the life cycle
- Identify local plants and animals

PA Standards/Anchors:

3.1 C, D, E	3.5 B	4.6 A
3.2 B	4.2 A-D	4.7 A
3.3 A-B, D	4.3 A	4.8 C

Eligible Content:

- The students will use information presented to have a better understanding of the importance of trees and plants.

Instructional Strategies:

- Read Alouds
- Classroom discussions
- Observations

Assessments:

- Teacher Observation
- Student participation

Grade level: 1 | **Course Title: Science** | **Topic/Concept: Weather**

Time Allotment: 4 weeks | **Unit Sequence: 3**

Major Concepts to be learned:

- Recognize change in natural and physical systems
- The Five Senses
- Identify types of clouds
- The Seasons

Expected Skills to be demonstrated:

- Read a thermometer and use other weather instruments.
- Identify the change of seasons.
- Identifying and observing types of clouds.
- Recording types of weather
- Types of precipitation

PA Standards/Anchors:

3.1 B, E
3.2 B
3.5 C, D
3.7 A-B
4.1 B

Eligible Content:

- The students will use the information presented to have a better understanding of effects of weather.

Instructional Strategies:

- Read Alouds
- Classroom discussions
- Observations

Assessments:

- Teacher Observation
- Student participation

Grade level: 1 | **Course Title: Science** | **Topic/Concept: Matter**

Time Allotment: 4 weeks | **Unit Sequence: 4**

Major Concepts to be learned:

- Properties of Matter (solid, liquids, and gases)
- Changes of Matter
- How mixtures are formed

Expected Skills to be demonstrated:

- Identify changes and types of Matter
- Make a mixture
- Understand the use of energy to change Matter.
- Understand forces repell and attract.

PA Standards/Anchors:	Eligible Content:
3.2 A-C 3.4 A-C	• The students will use the information presented to observe and identify the three states of Matter.

Instructional Strategies:	Assessments:
• Read Alouds • Classroom discussions • Observations • Experiments • Demonstrations	• Teacher Observation • Student participation

Grade level: 1 **Course Title: Science** **Topic/Concept: Agriculture**

Time Allotment: 2 weeks **Unit Sequence: 5**

Major Concepts to be learned:

- The importance of agriculture to humans
- Pennsylvania farm life

Expected Skills to be demonstrated:

- Identify products from PA farms.
- Identify animals and plants on a PA farm.
- Identify crops grown on a PA farm.
- Identify what plants, animals , human need to survive (dependance on agriculture).
- Explain pest control and why we need pest management.
- Know types pests on a home and a farm.
- Identify common soil textures.

PA Standards/Anchors:

4.4 A-B 4.7 B
4.5 A-C
4.6 A

Eligible Content:

- The students will use the information presented to know the importance of Pennsylvania agriculture in daily life.

Instructional Strategies:

- Read Alouds
- Classroom discussions
- Guest speaker

Assessments:

- Teacher Observation
- Student participation

Grade level: 1 | **Course Title: Science** | **Topic/Concept: Water Environments**

Time Allotment: 4 weeks | **Unit Sequence: 6**

Major Concepts to be learned:

- Ecosystems
- Different kinds of water environments

Expected Skills to be demonstrated:

- Identify living and nonliving things found in specific water habitats.
- Difference of water enviroments (ponds, wetlands, swamps, rivers, creeks, oceans)
- Seasonal changes of various water environments and the effects on the animals living there.

PA Standards/Anchors:

3.1 C	4.1 A-D	4.7 A
3.3 A, C, D	4.3 A, C	
3.5 A	4.6 A	

Eligible Content:

- The students will use the information provided to know the various water environments.

Instructional Strategies:

- Read Alouds
- Classroom discussions
- Walking field trip

Assessments:

- Teacher Observation
- Student participation

Grade level: 1 | **Course Title: Science** | **Topic/Concept: Recycling**

Time Allotment: 2 weeks | **Unit Sequence: 7**

Major Concepts to be learned:

- The importance of recycling
- The effects of littering on the environment

Expected Skills to be demonstrated:

- Identify the recycling symbol
- Know how recycling effects our environment
- Know the difference between reduce, reuse, and recycle

PA Standards/Anchors:

3.2 D	3.2 D
4.2 D	4.8 A-C
4.3 B	

Eligible Content:

- The students will use the information provided to become Earth friendly citizens.

Instructional Strategies:

- Read Alouds
- Classroom discussions
- Classroom participation in school-wide recycling project

Assessments:

- Teacher Observation
- Student participation