

This document outlines the academic goals, the activities and materials used in the First Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Weeks ___ to ___	(1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:		
	(A) recognize and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately;	Review safety chart and implement throughout the year	
	(B) recognize the importance of safe practices to keep self and others safe and healthy; and		
	(C) identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals.	Introduce conservation practices at beginning of year. Create a chart with students and implement throughout the year.	
Weeks _1_ to _5_	(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:		
	(A) ask questions about organisms, objects, and events observed in the natural world;	Walk about and Science journals	
	(B) plan and conduct simple descriptive investigations such as ways objects move;	Science Fair	
[Type text]	(C) collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools;	Implement with Math Unit on Measurement Harcourt Unit ###	
	(D) record and organize data	Implement with Math Unit on Graphs	

	using pictures, numbers, and words; and	Teacher-made and student researched graphs with infor like favorite color, favorite ice cream flavor, number of family members,etc.	
	(E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.	Science journals	
Weeks ___ to ___	(3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:		
	(A) identify and explain a problem such as finding a home for a classroom pet and propose a solution in his/her own words;	ELA Units and science journals	
	(B) make predictions based on observable patterns; and		
	(C) describe what scientists do.		
Weeks ___ to ___	(4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:		
	(A) collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as classroom demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums; and	Experiments every nine weeks to match ELA units: http://www.kids-science-experiments.com/ and http://www.scienceadesimple.com/projects.html	
	(B) measure and compare organisms and objects using non-standard units.		

[Type text]

Weeks __ to __	(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:		
	(A) classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture; and	Class discussion and Hide the Object game	
	(B) predict and identify changes in materials caused by heating and cooling such as ice melting, water freezing, and water evaporating.	Class experiment	Bill Nye the Science Guy on water on youtube.com
Weeks __ to __	(6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:		
	(A) identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life;	Morning routine	
	(B) predict and describe how a magnet can be used to push or pull an object;		Bill Nye the Science Guy on magnetism on youtube.com
	(C) describe the change in the location of an object such as closer to, nearer to, and farther from; and	Total Physical Response, Simon Says, I spy game, 20 questions (I spy something red that is near *** and students guess) Superteacher.com for worksheets	
	(D) demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow.	Total Physical Response, Simon Says, I spy game, 20 questions (I spy something red that is near *** and students guess) Superteacher.com for worksheets	
Weeks __ to __	(7) Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:		
	(A) observe, compare, describe, and sort components of soil by size, texture, and color;	Field trips, word chart with pictures or actual cups of soil	
	(B) identify and describe a	Search online resources:	

	variety of natural sources of water, including streams, lakes, and oceans; and	http://science.discovery.com/	
	(C) gather evidence of how rocks, soil, and water help to make useful products.	http://science.discovery.com/ and field trips to Medina	
Weeks __ to __	(8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:		
	(A) record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy;	Search http://science.discovery.com/	
	(B) observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun;	http://science.discovery.com/	
	(C) identify characteristics of the seasons of the year and day and night; and	Daily calendar	
	(D) demonstrate that air is all around us and observe that wind is moving air.	http://science.discovery.com/ weather journals	
Weeks __ to __	(9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:		
	(A) sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring;	Chart and pictures of objects, manipulatives, library books, science journal.	
	(B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver; and	Classroom terrarium or aquarium, journals, http://kids.nationalgeographic.com/kids/	
	(C) gather evidence of interdependence among living organisms such as energy	Classroom terrarium or aquarium, journals, http://kids.nationalgeographic.com/kids/	

	transfer through food chains and animals using plants for shelter.		
Weeks ___ to ___	(10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:		
	(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats;	http://kids.nationalgeographic.com/kids/	
	(B) identify and compare the parts of plants;	http://kids.nationalgeographic.com/kids/	
	(C) compare ways that young animals resemble their parents; and	http://kids.nationalgeographic.com/kids/	
	(D) observe and record life cycles of animals such as a chicken, frog, or fish.	http://kids.nationalgeographic.com/kids/ superteacher.com worksheets	