Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Science Grade 1

Course Number:

Course Prerequisites:

Course Description: (Include “no final exam” or “final exam required”)

Grade 1 science covers the various aspects of biological, physical, earth, and environmental sciences using an activity-based approach. Unifying themes, inquiry and design are incorporated within the areas of study.

Suggested Grade Level: Grade 1

Length of Course: _____ One Semester _____ Two Semesters _____ Other (Describe)

Units of Credit: _____ None (Insert NONE if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s) (Insert certificate title and CSPG#)

Certification verified by WCSD Human Resources Department:

_____ Yes _____ No

Board Approved Textbooks, Software, Materials:
Title:
Publisher:
ISBN #:
Copyright Date:
Date of WCSD Board Approval:
BOARD APPROVAL:

Date Written: __________________________

Date Approved: ___________ January 11, 2010 ___________

Implementation Year: _______________ 2010-2011 _______________

Suggested Supplemental Materials: (List or insert None)

Course Standards

PA Academic Standards: (List by Number and Description)

3.1.4 Unifying Themes
   A. Know that natural and human-made objects are made up of parts.
   B. Know models as useful simplifications of objects or processes.
   C. Illustrate patterns that regularly occur and reoccur in nature.
   E. Recognize change in natural and physical systems.

3.2.4 Inquiry and Design
   A. Identify and use the nature of scientific and technological knowledge.
   B. Describe objects in the world using the five senses.
   C. Recognize and use the elements of scientific inquiry to solve problems.

3.3.4 Biological Sciences
   A. Know the similarities and differences of living things.
   B. Know that living things are made up of parts that have specific functions.

3.4.4 Physical Science, Chemistry and Physics
   A. Recognize basic concepts about the structure and properties of matter.
   C. Observe and describe different types of force and motion.

3.5.4 Earth Sciences
   C. Know basic weather elements.

3.6.4 Technology Education
   A. Know that biotechnologies relate to propagating, growing, maintaining, adapting, treating and converting.
   B. Know that information technologies involve encoding, transmitting, receiving, storing, retrieving and decoding.
   C. Know physical technologies of structural design, analysis and engineering, finance, production, marketing, research and design.

3.7.4 Technological Devices
   A. Explore the use of basic tools, simple material and techniques to safely solve problems.
   B. Select appropriate instruments to study materials.

3.8.4 Science, Technology and Human Endeavors
   C. Know the pros and cons of possible solutions to scientific and technological problems in society.

4.1.4 Watersheds and Wetlands
   A. Identify various types of water environments
   D. Identify a wetland and the plants and animals found there.
   E. Recognize the impact of watersheds and wetlands on animals and plants.
4.2.4 Renewable and Nonrenewable Resources
   C. Know that some natural resources have limited life spans.

4.3.4 Environmental Health
   A. Know that plants, animals and humans are dependent on air and water.
   B. Identify how human actions affect environmental health.
   C. Understand that the elements of natural systems are interdependent.

4.4.4 Agriculture and Society
   B. Identify the role of the sciences in Pennsylvania agriculture.
   C. Know that food and fiber originate from plants and animals.

4.5.4 Integrated Pest Management
   C. Understand society’s need for integrated pest management.

4.6.4 Ecosystems and their Interactions
   A. Understand that living things are dependent on nonliving things in the environment for survival.
   B. Understand the concept of cycles.
   C. Identify how ecosystems change over time.

4.7.4 Threatened, Endangered and Extinct Species
   B. Know that adaptations are important for survival.

4.8.4 Humans and the Environment
   A. Identify the biological requirements of humans.
   C. Explain how human activities may change the environment.
   D. Know the importance of natural resources in daily life.

**WCSD Academic Standards:** (List or None)
None

**Industry or Other Standards:** (List, Identify Source or None)
None

**WCSD EXPECTATIONS**

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction.

**SPECIAL EDUCATION AND GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

**SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE**

(List Objectives, PA Standards #’s, Other Standards (see samples at end))

**S4A. The Nature of Science**

**S4.A.1 Reasoning and Analysis**

S4.A.1.1 Identify and explain the pros and cons of applying scientific, environmental, or technological knowledge to possible solutions to problems.

**PA Standards:** 3.2.4.A, 3.2.4.C, 3.8.4.C
S.4.A.1.1 Distinguish between a scientific fact and an opinion, providing clear explanations that connect observations and results (e.g., a scientific act can be supported through making observations).

S.4.A.1.2 Identify and describe examples of common technological changes past to present in the community (e.g., energy production, transportation, communications, agriculture, packaging materials) that have either positive or negative impacts on society or the environment.

S.4.A.2.1 Generate questions about objects, organisms, or events that can be answered through scientific investigations.

S.4.A.2.2 Design and describe an investigation (a fair test) to test one variable.

S.4.A.2.3 Observe a natural phenomenon (e.g., weather changes, length of daylight/night, movement of shadows, animal migrations, growth of plants), record observations, and then make a prediction based on those observations.

S.4.A.2.4 State a conclusion that is consistent with the information.

S.4.A.2.5 Identify appropriate tools or instruments for specific tasks and describe the information they can provide (e.g., measuring: length–ruler, mass–balance scale, volume–beaker, temperature–thermometer; making observations: hand lens, binoculars, telescope).

S.4.A.3.1 Categorize systems as either natural or human–made (e.g., ballpoint pens, simple electrical circuits, plant anatomy, water cycle).

S.4.A.3.2 Explain a relationship between the living and nonliving components in a system (e.g., food web, terrarium, bicycle).

S.4.A.3.3 Categorize the parts of an ecosystem as either living or non–living and describe their roles in the system.

S.4.A.3.4 Identify the parts of the food and fiber systems as they relate to agricultural products from the source to the consumer.

S.4.A.3.5 Use models to illustrate simple concepts and compare the models to what it represents.
**S4.A.3.2.1** Identify what different models represent (e.g., maps show physical features, directions, distances; globes represent Earth; drawings of watersheds depict terrain; dioramas show ecosystems; concept maps show relationships of ideas).

**S4.A.3.2.2** Use models to make observations to explain how systems work (e.g., water cycle, sun-Earth-moon system).

**S4.A.3.2.3** Use appropriate, simple modeling tools and techniques to describe or illustrate a system (e.g., two cans and string to model a communications system, terrarium to model an ecosystem).

**S4.A.3.3** Identify and make observations about patterns that regularly occur and reoccur in nature.

**PA Standards:** 3.1.4.C, 3.2.4.B

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>1</th>
<th>2</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>A. <strong>S4.A.3.3.1</strong> Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).</td>
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<td>B. <strong>S4.A.3.3.2</strong> Predict future conditions/ events based on observable patterns (e.g., day/night, seasons, sunrise/sunset, lunar phases).</td>
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**S4.B. Biological Sciences**

**S4.B.1 Structure and Function of Organisms**

**S4.B.1.1** Identify and describe similarities and differences between living things and their life processes.

**PA Standards:** 3.3.4.A, 3.3.4.B, 4.3.4.A, 4.3.4.C, 4.6.4.A

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A. <strong>S4.B.1.1.1</strong> Identify life processes of living things (e.g., growth, digestion, respiration).</td>
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<td>B. <strong>S4.B.1.1.2</strong> Compare similar functions or external characteristics or organisms (e.g., anatomical characteristics: appendages, type of covering, body segments).</td>
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<td>C. <strong>S4.B.1.1.3</strong> Describe basic needs of plants and animals (e.g., air, water, food).</td>
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<td>D. <strong>S4.B.1.1.4</strong> Describe how different parts of a living thing work together to provide what the organism needs (e.g., parts of plants: roots, stems, leaves).</td>
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<td>E. <strong>S4.B.1.1.5</strong> Describe the life cycles of different organisms (e.g., moth, grasshopper, frog, seed producing plant).</td>
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**S4.B.2 Continuity of Life**

**S4.B.2.1** Identify and explain how adaptations help organisms to survive.

**PA Standards:** 4.7.4.B

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<tbody>
<tr>
<td>A. <strong>S4.B.2.1.1</strong> Identify characteristics for plant and animal survival in different environments (e.g., wetland, tundra, desert, prairie, deep ocean, forest).</td>
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<tr>
<td>B. <strong>S4.B.2.1.2</strong> Explain how specific adaptations can help a living organism survive (e.g., protective coloration, mimicry, leaf sizes and shapes, ability to catch or retain water).</td>
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**S4.B.3 Ecological Behavior and Systems**

**S4.B.3.1** Identify and describe living and nonliving things in the environment and their interaction.

**PA Standards:** 4.6.4.A
S4.B.3.1 Describe the living and nonliving components of a local ecosystem (e.g., lentic and lotic systems, forest, cornfield, grasslands, city park or playground).

S4.B.3.2 Describe interactions between living and nonliving components (e.g., plants – water, soil, sunlight, carbon dioxide, temperature; animals – food, water, shelter. Oxygen, temperature) of a local ecosystem.

S4.B.3.2 Describe, explain, and predict change in natural or human-made systems and the possible effects of those changes on the environment.

PA Standards: 4.2.4.C, 4.3.4.C, 4.6.4.C, 3.1.4.E

A. S4.B.3.2.1 Describe what happens to a living thing when its habitat is changed.

B. S4.B.3.2.2 Describe and predict how changes in the environment (e.g., fire, pollution, flood, building dams) can affect systems.

C. S4.B.3.2.3 Explain and predict how changes in seasons affect plants, animals, or daily human life (e.g., food availability, shelter, mobility).

S4.B.3.3 Identify or describe human reliance on the environment at the individual or the community level.


A. S4.B.3.3.5 Describe the effects of pollution (e.g., litter) in the community.

S4.C. Physical Sciences
S4.C.1 Structure, Properties, and Interaction of Matter and Energy
S4.C.1.1 Describe observable physical properties of matter.

PA Standards: 3.4.4.A, 3.2.4.B

A. S4.C.1.1.1 Use physical properties (e.g., mass, shape, size, volume, color, texture, magnetic property, state (solid, liquid, or gas), conductivity (electrical or heat) to describe matter.

B. S4.C.1.1.2 Categorize/ group objects using physical characteristics.

S4.C.3 Principles of Motion and Force
S4.C.3.1 Identify and describe different types of force and motion, or the effect of the interaction between force and motion.

PA Standards: 3.4.4.C, 3.6.4.C, 3.2.4.B

A. S4.C.3.1.3 Describe the position of an object by locating it relative to another object or the background (e.g., geographic direction, left, up).

S4.D. Earth and Space Sciences
S4.D.1 Earth Features and Processes that Change Earth and Its Resources
S4.D.1.1 Describe basic landforms in Pennsylvania.

PA Standards: 3.5.4.1
### Performance Indicators

<table>
<thead>
<tr>
<th>A.</th>
<th>S4.D.1.1.2 Identify various Earth structures (e.g., mountains, watersheds, peninsulas, lakes, rivers, valleys) through the use of models.</th>
</tr>
</thead>
</table>

**S4.D.1.3** Describe Earth’s different sources of water or describe changes in the form of water.  
**PA Standards:** 4.1.4.A, 4.1.4.D, 4.1.4.E  
X – performance assessed during that semester

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<tbody>
<tr>
<td>A.</td>
<td>S4.D.1.3.2 Explain how water goes through phase changes (i.e., evaporation, condensation, freezing, and melting).</td>
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**S4.D.2** Weather, Climate and Atmospheric Processes  
**S4.D.2.1** Identify basic weather conditions and how they are measured.  
**PA Standards:** 3.5.4.C, 3.7.4.B, 3.2.4.B  
X – performance assessed during that semester

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<tr>
<td>A.</td>
<td>S4.D.2.1.1 Identify basic cloud types (cirrus, cumulus, stratus, cumulonimbus) and make connections to basic elements or weather (e.g., changes in temperature and precipitation).</td>
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<td>B.</td>
<td>S4.D.2.1.2 Identify weather patterns from data charts or graphs of the data (e.g., temperature, wind direction, wind speed, cloud types, precipitation).</td>
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**S4.D.3** Composition and Structure of the Universe  
**S4.D.3.1** Describe Earth’s relationship to the Sun and the Moon.  
**PA Standards:** 3.4.4.D  
X – performance assessed during that semester

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<tr>
<td>A.</td>
<td>S4.D.3.1 Describe motions of the Sun – Earth – Moon system.</td>
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<td>B.</td>
<td>S4.D.3.2 Explain how the motion of the Sun – Earth- Moon system relates to time (e.g., days, months, years).</td>
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<td>C.</td>
<td>S4.D.3.3 Describe the causes of seasonal change as they relate to the revolution of Earth and the tilt of Earth’s axis.</td>
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### ASSESSMENTS

**PSSA Assessment Anchors Addressed:** The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

**Formative Assessments:** The teacher will develop and use standards-based assessments throughout the course.

- Teacher observation
- Illustrations
- Sorting and classifying
- Graphing
- Models
- Oral
- Open ended questions
- Venn Diagrams
- Connections with literature
- Creating patterns
- Predictions/inferences
- Conclusions from data
- Role playing

**Summative Assessment**
- Teacher observation
- Illustrations
- Sorting and classifying
- Graphing
- Models
- Oral
- Open ended questions
- Venn Diagrams
- Connections with literature
- Creating patterns
- Predictions/inferences
- Conclusions from data
- Role playing

**Portfolio Assessment:**
- Yes  
- No

**District-wide Final Examination Required:**
- Yes  
- No

**Course Challenge Assessment (Describe):**

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**REQUIRED COURSE SEQUENCE AND TIMELINE**
(Content must be tied to objectives)

<table>
<thead>
<tr>
<th>Content Sequence</th>
<th>Dates</th>
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<tbody>
<tr>
<td>I. Biological sciences</td>
<td>12 weeks</td>
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<tr>
<td>A. Living and nonliving</td>
<td></td>
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<tr>
<td>B. Physical characteristics of organisms</td>
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<td>C. Needs of living things</td>
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<tr>
<td>D. Seasonal changes</td>
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<td>E. Conservation of resources</td>
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<td>F. Pollution</td>
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<tr>
<td>II. Physical Sciences</td>
<td>12 weeks</td>
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<tr>
<td>A. Properties of matter</td>
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<tr>
<td>B. Changes of matter</td>
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</tbody>
</table>
C. Motion of objects
D. Energy types and sources
E. Magnetic force
F. Sound

III. Earth Science 12 weeks
A. Earth forms
B. Water
C. Seasons
D. Weather
E. Space

IV. The Nature of Science—To be taught all year

Objectives:
1. The student will distinguish between fact and fiction.
2. The student will identify repeating patterns that occur in nature.
3. The student will observe natural phenomena, record observations, and make predictions based on observations and information.
4. The student will compare and contrast living and nonliving things.
5. The student will explain the ways living things change.
6. The student will explain changes in nature and physical systems.
7. The student will state three states of matter and describe how matter changes.
8. The student will apply knowledge of motion to toys and objects.
9. The student will compare types of energy such as heat, wind motion, and sunlight.
10. The student will compare and contrast magnetic and nonmagnetic objects.
11. The student will identify sources of sound and differentiate pitch and volume.
12. The student will describe earth forms, such as land, rivers, lakes, and mountains.
13. The student will identify rock, soil, and sand.
14. The student will describe sources of water.
15. The student will identify seasonal changes.
16. The student will identify types of precipitation and clouds.
17. The student will identify features found in space such as planets, moons, stars, and sun.
18. The student will explain the conservation of resources.
19. The student will describe the effects of pollution.

WRITING TEAM: Tina Chase, Becky Ickert
WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ______ Yes  ______ No

2. Does this course issue a mark/grade for the report card?
   ______ Yes  ______ No

3. Does this course issue a Pass/Fail mark? ______ Yes  ______ No

4. Is the course mark/grade part of the GPA calculation?
   ______ Yes  ______ No

5. Is the course eligible for Honor Roll calculation? ______ Yes  ______ No

6. What is the academic weight of the course?
   ______ No weight/Non credit  ______ Standard weight
   ______ Enhanced weight  (Describe)