Physical Science

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
3.2.3.A2 3.2.3.A5	All objects and materials in the world are made of matter.	Students will be able to classify matter using observable physical properties.	Unit E Ch 1 Lesson 1 E4-5 Invetigate/WB 220-221	AG 87 Performance Assessment	physical properties
3.2.3.A1	Substances are classified as solid, liquid, or gas. (use water as ex)	Students will be able to explain how matter can change from one state to another.	District Materials: "Guess What?", "Where's the Air", "Touch and Feel Box"	WB 222 Process Skills: Observe and Record	chemical properties
3.2.3.A1	Physical properties of matter can be described using the five senses.		Unit E Ch 1 Lesson 2 E14-15 Investigate/WB225-226	WB224 Lesson Concept Review: What are Physical Properties of Matter?	hardness
3.2.3.A1	Size, shape, and weight are examples of physical properties of objects.		E15 Process Skill Tip: Observe and Hypothesize WB 227 Process Skill Practice: Hypothesize E17 Investigation Challenge: Solids are Smaller	WB232 Investigate Log: Measure	texture
3.2.3.A1	Color, texture, and hardness are ex. of physical properties of materials that make up objects.		District Materials: "Air Takes Spaace", "The Movement of Liquid Molecules"	WB233 Reading Skills Practice: Fact and Opinion	matter balance
3.2.3.A3	Heating and cooling can cause property changes in matter.		Unit E Ch 1 Lesson 3 E20-21 Investigate/WB 230-231 E26 Reading Mini-Lesson: Fact and Opinion	Assessment Ch 1	mass mixture
3.2.3.A4	Burning and cooking demonstrate chemical changes in matter; tearing, freezing, and melting are examples physical changes in matter.	Students will be able to compare and contrast physical and chemical changes in matter.	E33 "Activities for Home and School District Materials: "Oobleck Activity"		
CC.1.2.3.C	Scientist can explain how a serier of events, concepts, or steps in a procedure are connected within a text, using language that pertains to time, sequence, and cause/effect.		PP 30-31 Science Through Time Unit E Ch 2 Lesson 1 E38-39 Investigate/WB 238-239 WB 240 Process Skills Practice: Plan and Conduct an Experiment WB 241 Reading Skills Practice: Arrange	E 44-45 "What are Chemical Changes?" WB 245 Process Skills Practice: Observe and Infer	
CC.1.2.3.I	Scientist read and comprehend literary non-fiction and information text, independently and proficiently		Events in Sequence Unit E Ch 2 Lesson 2 E45 Process Skill Tip: Observe and Infer		

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
CC.1.5.3.D	Scientists report on science topics with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.		E47 Reading Mini-Lesson: Summarize and Paraphrase E48 Investigation Challenge: A Clean Change E53 Activities for Home and School	WB 247 Lesson Concept Review: What are Chemical Changes? List examples of how objects change and how the change took place	
CC.1.5.3.D	Scientists plan and conduct simple investigations and understand that different questions require different kinds of investigations.	Students will be able to plan and conduct a simple investigation.	WB 249 Writing Practice: Compare Combinations District Materials: "Alka Seltzer Powered Rocket","Antacid Tablet Race" Science and Technology	Assessment Ch 2	
Health Activities and Resources					
10.3.A 10.3.B 10.3.D 10.4.A 10.4.B 10.4.C 10.4.E 10.4.F 10.5.D	Good choices and actions can keep you from getting hurt in your home, at school, and in your community. There are many good choices and actions you can use in an emergency situation. Various physical activities promote physical fitness and health. Regular participation and physical activity affects the body in positive and negative ways.		Science Text R8-9 HWB p. 1-3 Science Text R 11-12 HWB p. 4-5;9 Science Text R12-15 HWB p.10-14 Science Text R16-17 HWB p. 15 Science Text R22-23 HWB p. 17 P. T54 "Math Link Activity"		
			Recommended Time Frame: 30-35 days		

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Earth Science

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
3.3.3.A2	Minerals have different physical properties and they can be tested for these different physical properties.		Unit C Ch 1 Lesson 1 C4-5 Investigate/WB 99-100 District Materials: "Eating Nails for Breakfast"	WB 101 Process Skills: Observe and Order	rock cycle renewable resource
3.3.3.A1	Soils develop by the breakdown of rocks and the addition of organic material and contain living and nonliving organisms.	Students will be able to recognize the importance of soil and classify the different soil types.	Unit C Ch 1 Lesson 2 C10-11 Investigate/WB 105-106 WB 107 Reading Skills Practice: Arrange Events in Sequence Project Wet: p 150-154, "The Great Story Book"	WB 102 Reading Skills: Context Clues WB 111 Use a Model District Chapter 1 Test	nonrenewable resource geology
3.3.4.A2	Rock is composed of different combinations of minerals.		Unit C Ch 1 Lesson 3 C18-19 Investigate/WB 109-110		igneous
3.3.4.A2	Earth materials like soil, rock, water, and gases of the atmosphere have basic properties and uses.	Students will be able to identify physical propeties of rocks and minerals.	C27 Activities for Home and School: "Minerals in Sand"		metamorphic sedimentary
3.3.4.A3 3.1.3.C3	Fossils provide evidence about plants animals, and the environment long ago.		Unit C Ch 2 Lesson 1 C32-33 Investigate/WB 117-118 C35 Investigation Challenge: Make Landforms	WB 119 Process Skills: Use a Model *"How do models help us understand how things happen?"*	model abiotic
3.3.4.A1 3.3.4.A6	Earth's surface has many natural shapes or features called landforms (mountains, valleys, peninsulas)	Students will be able to identify several landforms and their features.	Unit C Ch 2 Lesson 2 C38-39 Investigate/WB 122-123 C42 Reading Mini-Lesson: Summarize and Paraphrase C44 Investigation Challenge: Erosion	WB 125 Reading Skills: Summarize and Paraphrase WB 126 Lesson Concept Review: "What are Slow Landform Changes?"	biotic organism
3.3.4.A1	Earth processes occur over such long time spans and such large areas that maps and models are used to help understand them.		WB 124 Process Skills: Interpret data Unit C Ch 2 Lesson 3 C46-47 Investigate/WB127-128 C47 Process Skill Tip: Use a Model	District Chapter 2 Test WB 137 Process Skills: Hypothesize	
3.3.4.A1	The surface of the earth may change due to slow processes or rapid processes.	Students will be able to describe ways the earth's surface changes.	P. 55 Activities for Home and School Unit C Ch 3 Lesson 1	WB 138 Reading Skills: Summarize and Paraphrase WB 142 Process Skills:	
3.3.4.A1	Wind, water, and ice shape Earth's surface through the processes of weathering and erosion.		C61 Process Skill Tip: Hypothesize C60-61 Investigate/WB 135-136 Project Learning Tree: P. 70 "Soil Stories"	Observe	
4.3.3.A	Natural resources are used to make various products.		C69 Invest. Challenge: How Soil Soaks Up Water WB 143 Reading Skills: Use Context	District Chapter 3 Test	

Earth Science

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
3.4.3.B2	Materials are reused and recycled to conserve resources.		C66-67 Investigate WOW p. 231-238 "Do You Dig Wetland Soil?"		
4.3.3.A	Identify types and uses of earth materials for renewable, nonrenewable and reusable products.	Students will be able to explain the differences between renewable, nonrenewable, and reusable products.	Unit C Ch 3 Lesson 3 C73 Process Skill: Observe and Infer WB 147 Process Skill: Observe and Infer P. 81 Activities for Home and School		
CC.1.4.3.S	Scientists draw evidence from informational texts to support analysis, reflection, and research.		Unit C Ch 4 Lesson 1 C 86-87 Investigate/WB 153-154 WB 155 Process Skills: Observe and Infer	AG 55 Performance Assessment: "Can It Be Recycled?"	
CC.1.4.3.V	Scientists conduct short research projects that build knowledge about a science topic. Sometimes scientists use simple equipment to investigate questions and gather data. A system is made of parts, and the parts can interact.		Project Learning Tree: p. 82 "Go Round" Unit C Ch 4 Lesson 2 C93 Process Skill Tip: Compare and Classify Project Learning Tree: p.14 "Renewable or Not?" Unit C Ch 4 Lesson 3 C109 Activities for Home and School Project Learning Tree: p.51 "Make Your Own Paper"	WB 160 Process Skills: Compare and Classify WB 161 Reading Skills: Cause and Effect District Chapter 4 Test	
			Health Activities and Resources		
10.1.B 10.1.C 10.1.D 10.1 E 10.2.A 10.2.E	Proper food contamination and hygiene techniques should be used when handling food. The body consists of organs and systems that work together to ensure good health. Good nutrition, heredity, environment, and health decisions can impact the way our body systems function. Childhood health problems can be caused by germs, environmental factors and heredity.		Science Text R26-27; HWB 19 Science Text R 28-29; HWB20 Science Text R30-31; HWB21 Science Text R32-33; HWB22 Science Text R34-35; HWB23 Science Text R36-37; HWB24 Science Text R38-39; HWB 25 ***Recommended Time Frame: 56-69 days***		

Life Science

Assessment Strand	Learning Goals/Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
3.1.3.A1	Living things have physical characteristics used to identify and classify them.	Students will be able to identify ways living and nonliving things			lentic
3.1.3.A2 4.4.3.C	The basic needs of living things are air, food, water, shelter, and space.	contribute to the survival of living things in their environment.			lotic
3.1.3.A3 3.1.4.A8	Plants and animals go through predictable life cycles.	Students will be able to identify the basic needs of living things.	*FOSS STRUCTURES OF LIFE (Mandatory)*		environment life cycles
3.1.3.A5	The parts and characteristics (structures) of organisms (plants) affect the ways they meet their needs (food production, water transport, reproduction, growth, protection) in different environments.	Students will be able to illustrate how plants and animals go through predictable life cycles.			organism niche habitat
3.1.3.A1	All living things grow, take in energy, give off energy, release wastes, respond to their environment, and reproduce.		*PDE: ENVIRONMENT AND ECOLOGY UNIT (Mandatory)*		ecosystem wetland
4.1.3.E	The survival of living things is affected by change in their habitat - food, water, space, shelter - that is available to them.				natural resource extinction
3.1.3.B1 3.1.3.B5	Parents and offspring have similar characteristics.				characteristics adaptations
3.1.3.C1	Organisms have physical and behavioral adaptaions/characteristics that enable them to survive in their habitat/environment.				matemorphosis hibernation migration

Assessment Strand	Concepts	Student Performance Objectives	Resources/Activities	Assessments	Terminology
3.1.3.C1	Plants and animals can survive in harsh environments because of seasonal behaviors (migration, hibernation, trees shedding leaves.				
3.1.3.C2	Animals have structures and characteristics necessary for survival.	Students will be able to describe physical and behavioral adaptations that enable plants and animals to survive in their habitat.			
4.1.3.A 4.1.3.D	Some organisms are dependent on one anohter in a given ecosystem.				
3.1.3.A.2	Living things depend on nonliving things such as air, food, light, water, and shelter.				
4.2.3.B 4.2.3.C	Identify plants and animals found in streams, ponds, lakes, and wetlands.				
CC.1.2.3.J CC 1.4	Scientits aquire and use accurately conversational general academic and science specific words and phrases, including those that signal spatial and temporal relationships.				
			Recommended Time Frame: 45-51 days		
CC.1.4.3.C	Scientists are able to develop a science topic with facts, definitions, details, and illustrations as appropriate. Scientists use data and evidence to construct explanations. Their explanations are compared with their current scientific knowledge.				