

Unit: Healthy Habits

Grade: 1

Performance Indicators to be mastered in this unit:

Number	Performance Indicator	Introduced	Developing	Secure						
5.3b	Good health habits include hand washing, personal cleanliness; avoiding harmful substances; eating a balanced diet; engaging in regular exercise	x								
<u>Major Concepts:</u> ways to stay healthy										
<u>Essential Understandings:</u>										
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Wash hands</td> <td style="width: 50%;">Balanced diet</td> </tr> <tr> <td>Exercise</td> <td>Sleep</td> </tr> <tr> <td>Blow nose/germ prevention</td> <td>Safety</td> </tr> </table>					Wash hands	Balanced diet	Exercise	Sleep	Blow nose/germ prevention	Safety
Wash hands	Balanced diet									
Exercise	Sleep									
Blow nose/germ prevention	Safety									
<u>Essential Questions:</u>										
How do you stay healthy?										
<u>Essential S-VE Exit Behaviors:</u> social responsibility & self esteem										
<u>Skills needed for mastery on performance indicators, (& possible teaching strategies):</u>										
<ol style="list-style-type: none"> 1. wash hands properly <ul style="list-style-type: none"> - after using restroom - before eating - after blowing nose - length of time to properly wash - use soap 2. balanced diet <ul style="list-style-type: none"> - what are healthy foods - food groups 3. exercise <ul style="list-style-type: none"> - do it (try everyday) important - what is exercise 4. sleep <ul style="list-style-type: none"> - importance of enough sleep - healthy sleep habits 5. germ prevention <ul style="list-style-type: none"> - blowing nose - coughing into elbow - sanitizers - tissue disposal - not chewing on items (pencils, clothes) - not sharing personal items (water bottles, chapstick, brushes, etc.) 6. safety <ul style="list-style-type: none"> - fire drill - walking in the halls - bus drills - playground safety 										
<u>Key Terms:</u> health, germs, safety, diet, exercise, sanitizer										

Unit: Properties of Matter/sink & float

Grade: 1

Performance Indicators to be mastered in this unit:

Number	Performance Indicator	Introduced	Developing	Secure
3.1b	Matter has properties (color, hardness, odor, sound, taste, etc) that can be observed through the senses	x		
3.1e1	The material(s) an object is made up of determines some specific properties of the object - sink/float			x
3.1f	Objects and/or materials can be sorted or classified according to their properties			x
<p><u>Major Concepts:</u> Objects have properties that can be observed through the senses The material of an object will determine if it sinks or floats Objects can be sorted by their properties</p>				
<p><u>Essential Understandings:</u> Know the senses Know different properties Float = on top of water Sink = under water Determine what an object is made of How to use a hand lens</p>				
<p><u>Essential Questions:</u> What are the properties of some materials? What are the ways that we can sort the objects? Why do some objects sink or float?</p>				
<p><u>Essential S-VE Exit Behaviors:</u> independent thinker</p>				
<p><u>Skills needed for mastery on performance indicators (& possible teaching strategies):</u></p> <ol style="list-style-type: none"> 1. understand the senses <ul style="list-style-type: none"> - see - feel - hear - taste - smell 2. sort by properties <ul style="list-style-type: none"> - students explore ways to group objects - make list of how they sorted objects - list becomes a property list 				

<p>3. identify properties</p> <ul style="list-style-type: none"> - shapes - color - texture - size - material <p>4. sort by properties again</p> <ul style="list-style-type: none"> - practice by different properties skills with same objects - practice by properties with different objects - sort by only one clear property at a time (ie; only sort by color) - people sorting (ie; teacher sorts students by long sleeves and students guess how teacher sorted) <p>5. one property; sink v. float</p> <ul style="list-style-type: none"> - science kit - objects with checklist, - students predict first if objects will sink or float - then test each object - discuss the properties of the group that floated and properties of the group that sunk - create theories on why certain objects float and others don't
<p><u>Key Terms:</u> object, shape, size, texture, weight, hand lenses, property, smooth, soft, sink, float, rough, hard, material, metal, wood, plastic, cloth, senses</p>
<p><u>assessments:</u></p> <ul style="list-style-type: none"> - checklist of items that students predict if sink or float and teacher tests each object - observation teacher checklist sorting by properties

Unit: Earth's Movements

Grade: 1

Performance Indicators to be mastered in this unit:

Number	Performance Indicator	Introduced	Developing	Secure
1.1a1	Earth spinning around once every 24 hours (rotation), resulting in day and night			x
1.1a2	Earth moving in a path around the sun (revolution), resulting in one Earth year	x		
<u>Major Concepts:</u> Earth moves in two ways; rotation, revolution				
<u>Essential Understandings:</u> Earth rotates every 24 hours which causes day and night				

The sun does not move
Essential Questions: What causes day and night?
Essential S-VE Exit Behaviors: independent thinker
Skills needed for mastery on performance indicators (& possible teaching strategies): <ol style="list-style-type: none"> 1. globe skills <ul style="list-style-type: none"> - terminology; ocean, land - location of New York State 2. Relationship of the sun to Earth <ul style="list-style-type: none"> - act out; student holds flashlight (pretending to be the sun) - another student holding globe with NYS marked; then student turns globe - discuss light shining = day - discuss shadow on globe = night 3. concept of one day <ul style="list-style-type: none"> - it takes 24 hours for Earth to rotate one complete spin - 24 hours includes one day and one night 4. introduce revolution <ul style="list-style-type: none"> - Earth moves in orbit around the sun while spinning - Teacher acts out revolution of Earth
Key Terms: rotation, planet, Earth, orbit, revolution, sun
assessments: - rotation worksheet

Unit: Natural Disasters

Grade: 1

Performance Indicators to be mastered in this unit:

Number	Performance Indicator	Introduced	Developing	Secure
2.1e	Extreme natural events (floods, fires, volcanic eruptions) may have positive or negative impacts on living things			x

Major Concepts:

Effects of natural disasters

Essential Understandings:

Know what are some natural disasters; floods, fires, volcanic eruptions

Positive impacts of natural disasters

Negative impacts of natural disasters

Understand definition of impact

Essential Questions:

What is a natural disaster?

How does a flood impact the Earth?

How does a fire impact a forest?

How does a volcanic eruption impact the Earth?

Essential S-VE Exit Behaviors: social responsibility

Skills needed for mastery on performance indicators (& possible teaching strategies):

<ol style="list-style-type: none"> 1. Introduction of natural disasters <ul style="list-style-type: none"> - what is a natural disaster - possible weekly reader article - three types; fire, flood, volcanic eruption 2. fire <ul style="list-style-type: none"> - read aloud books - T-chart on positive and negative impacts 3. flood <ul style="list-style-type: none"> - read aloud books - T-chart on positive and negative impacts 4. volcanic eruption <ul style="list-style-type: none"> - read aloud books - magic school bus online game - T-chart on positive and negative impacts
Key Terms: volcano, flood, fire, impact, positive, negative, natural disaster
assessments: - students pick a natural disaster and then fill in T chart with one negative and one positive impact of the disaster

Unit: Animals

Grade: 1

Performance Indicators to be mastered in this unit:

Number	Performance Indicator	Introduced	Developing	Secure
1.2a	Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die	x		
2.2a	Animals closely resemble their parents and other individuals in their species			x

Major Concepts:

What animals need to grow and live
Animals look like their parents

Essential Understandings:

Animals need air, water, food, and shelter in order to live
Baby animals grow up to look like their parents

Essential Questions:

What do animals need to survive?
What kind of babies is this animal going to have?

Essential S-VE Exit Behaviors: independent thinker

Skills needed for mastery on performance indicators (& possible teaching strategies):

1. animal needs
 - Animal Needs book (reproducible)
2. Animal research project

<ul style="list-style-type: none"> - guided writing center on food, habitat, characteristics, interesting facts <p>3. Inherited traits discussion</p> <ul style="list-style-type: none"> - talk with class about predicting what kind of insect will grow from these caterpillars? - What kind of plant will grow from this seed? - Students guess what they think it will be and teacher explains what nature determines it to be
<p><u>Key Terms:</u> habitat, shelter, research, survive, grow, live, characteristics, air, food, water, basic needs,</p> <p><u>assessments:</u></p> <ul style="list-style-type: none"> -matching worksheet on related living things -completed in butterflies and plants units

Unit: butterflies

Grade: 1

Performance Indicators to be mastered in this unit:

Number	Performance Indicator	Introduced	Developing	Secure
4.1a	Animals have life cycles that may include beginning of life, development into an adult, reproduction as an adult, and eventually death.			x
4.1e	Each generation of animals goes through changes in form from young to adult. Growth involves an increase in size. This completed sequence in changes in form is called a life cycle and the length of life span is different for different species. Some insects change from egg to larva to pupa to adult.			x
5.1a	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.			x
5.2g	The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.			x

Major Concepts:

Living things go through stages of development in a life cycle

Characteristics of living things

Needs of living things

Essential Understandings:

Butterfly life cycle - egg, larvae (caterpillar), pupa (chrysalis), adult (butterfly)

Butterflies need food, air, suitable weather conditions (warmth)

Butterflies have a long straw-like tongue to eat with

Essential Questions:

What are the stages of a butterfly's lifecycle?

What do butterflies need in order to live?

Essential S-VE Exit Behaviors: life long love of learning

Skills needed for mastery on performance indicators (& possible teaching strategies):

1. life cycle of a butterfly

-poems

<ul style="list-style-type: none"> -books (example: <i>The Very Hungry Caterpillar</i>) -various worksheets and activities <ol style="list-style-type: none"> 2. observe caterpillars <ul style="list-style-type: none"> -food level goes down, caterpillars get larger -pupa develops -transfer to roof of cage -butterflies emerge 3. provide basic needs <ul style="list-style-type: none"> -food for caterpillar (comes with caterpillar - mashed leaves) -food for butterfly; sugar water and honey or flour 4. release butterflies <ul style="list-style-type: none"> - above 60-65 degrees - near a bush 5. butterflies eliminate waste <ul style="list-style-type: none"> -clean cages
<p><u>Key Terms:</u> lifecycle, egg, larvae, caterpillar, pupa, chrysalis,</p> <p><u>assessments:</u> Watch the butterfly grow What living things do worksheet What living things need worksheet</p>

Unit: Plants

Grade: 1

Performance Indicators to be mastered in this unit:

Number	Performance Indicator	Introduced	Developing	Secure
2.1a	Some traits of living things have been inherited (plants)			X
2.2a	Plants closely resemble their parents and individuals in their species			X
3.1b1	Each plant has different structures that serve different functions in growth, survival, and reproduction - roots help support the plant and take in water and nutrients			X
3.1b2	Leaves help plants utilize sunlight to make food for the plant	X		
3.1b3	Stems, stalks, trunks, and other similar structures provide support for the plant			X
3.1b4	Some plants have flowers			X
4.1a	Plants have life cycles these may include beginning of life, development into an adult, reproduction as an adult and eventually death	X		
4.1b	Each kind of plant goes through its own stages of growth and development that may include seed, young plant, mature plant			X
4.1c	The length of time from beginning of development to death of a plant is called its life span.	X		
4.1d	Life cycles of some plants include changes from seed to mature plant	X		

5.2a	Plants respond to changes in their environment, for example the leaves of some green plants change position as the direction of the light changes, the parts of some plants undergo seasonal changes that enable the plant to grow, seeds germinate and leaves form and grow	X		
6.1a	Green plants are producers because they provide the basic food supply for themselves and animals.	X		

Major Concepts:

Plants have different structures that serve a purpose
Plants have life cycles and go through stages of development
Plants need to meet their basic needs in order to grow and thrive

Essential Understandings:

Plants resemble their parents
Life span is length of time from development to death
Parts of a plant
Needs of a plant
Life cycle of a plant

Essential Questions:

What are the parts of the plant?
What do plants need to survive?
What are the life cycles of a plant?

Essential S-VE Exit Behaviors: social responsibility

Skills needed for mastery on performance indicators (& possible teaching strategies):

1. seeds
 - sort by properties
 - a particular seed will grow into a particular plant (resemble their parents)
 - plant seeds in cups
2. needs of a plant
 - plant needs booklet
 - place some developing plants into different areas to show what happens when needs aren't met; in the dark, no water
3. parts of a plant (roots, stem, leaf, flower)
 - parts of a plant booklet
 - jobs of each part
4. lifecycle of a plant
 - stages of a plant's growth
5. reaction to the sun
 - turning plants around and plant will grow towards the sun
6. people need plants
 - for food
 - to build things out of (look around the room and list all the things that were made from a plant)

Key Terms: seed, root, stem, leaf, life cycle, soil, needs, predictions,

assessments:

parts of a plant worksheet
plant needs worksheet
seed to plant sequencing
observation of type of seed and type of plant developed