

First Grade Science Curriculum Alignment

Timeline	Strand/Concept	Performance Objective	Resources	Lessons/Objectives - Materials & Supplies	Linkages
<p style="text-align: center;">All Year</p>	<p>Strand 1: Inquiry Process Concept 1: Observations, Questions, and Hypotheses</p>	<p>PO 1. Compare common objects using multiple senses.</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	<p>M01-S2C1-01</p>
	<p>Strand 1: Inquiry Process Concept 2: Scientific Testing (Investigating and Modeling)</p>	<p>PO 2. Ask questions based on experiences with objects, organisms, and events in the environment.</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	
		<p>PO 3. Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., animal life cycles, physical properties, Earth materials).</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	
		<p>PO 1. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	
		<p>PO 2. Participate in guided investigations in life, physical, and Earth and space sciences.</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	
		<p>PO 3. Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units).</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	

	<p>Strand 1: Inquiry Process Concept 3: Analysis and Conclusions</p>	<p>PO 4. Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	<p>W01-S3C2-01 W01-S3C3-01</p>
		<p><i>PO 1. Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.</i></p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	<p>M01-S4C4-01</p>
		<p>PO 2. Compare the results of the investigation to predictions made prior to the investigation.</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	
	<p>Strand 1: Inquiry Process Concept 4: Communication</p>	<p>PO 1. Communicate the results of an investigation using pictures, graphs, models, and/or words.</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	<p>M01-S2C1-02 W01-S3C3-02</p>
		<p>PO 2. Communicate with other groups to describe the results of an investigation.</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	<p>LS-F1</p>
	<p>Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor</p>	<p>PO 1. Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.</p>	<p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	

	<p>Strand 3: Science in Personal and Social Perspectives Concept 2: Science and Technology in Society</p>	<p>PO 2. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Sally Ride [scientist], supports Strand 6; Neil Armstrong [astronaut, engineer], supports Strand 6).</p> <p>PO 1. Identify various technologies (e.g., automobiles, radios, refrigerators) that people use.</p> <p>PO 2. Describe how suitable tools (e.g., magnifiers, thermometers) help make better observations and measurements.</p>	<p>FOSS ©2004 Delta Education</p> <p>FOSS ©2004 Delta Education</p> <p>FOSS ©2004 Delta Education</p>	<p>This performance objective is addressed in ALL FOSS modules and science lessons.</p> <p>This performance objective is addressed in ALL FOSS modules and science lessons.</p> <p>This performance objective is addressed in ALL FOSS modules and science lessons.</p>	
	<p>Strand 6: Earth and Space Science Concept 3: Changes in the Earth and Sky</p>	<p>PO 1. Identify the following characteristics of seasonal weather patterns:</p> <ul style="list-style-type: none"> • temperature • type of precipitation • wind <p>PO 2. Analyze how the weather affects daily activities.</p>	<p>Saxon Math1 Second Edition</p> <p>Saxon Math1 Second Edition</p>	<p>This performance objective is addressed daily during the Saxon Math 1 Morning Meeting.</p> <p>This performance objective is addressed daily during the Saxon Math 1 Morning Meeting.</p>	

		<p>PO 5. Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, and find alternatives).</p>	<p>FOSS ©2004 Delta Education</p>	<p>Conservation of resources is stressed in ALL FOSS modules. Even materials like paper plates and plastic cups are used over and over again. Conservation of other science materials and natural resources is also stressed. See for example: <u>Pebbles, Sand and Silt</u> Investigation 2, Parts 1-4 Pages 8-29</p>	
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November	Strand 6: Earth and Space Science Concept 2: Objects in the Sky	PO 1. Identify evidence that the Sun is the natural source of heat and light on the Earth (e.g., warm surfaces, shadows, shade).	Wild Goose	Extreme Solar Kit	
		PO 2. Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails).	Wild Goose	Extreme Solar Kit	
		PO 3. Describe observable changes that occur in the sky, (e.g., clouds forming and moving, the position of the Moon).	Wild Goose	Extreme Solar Kit	
December	Strand 5: Physical Science Concept 2: Position and Motion of Objects	PO 1. Demonstrate the various ways that objects can move (e.g., straight line, zigzag, back-and-forth, round-and-round, fast, slow).	Resources Needed For Weather	Winter Unit-Winter Unit: Polar Express Movement of a train-compared with other ways objects move	
January-February	Strand 2: History and Nature of Science Concept 1: History of Science as a Human Endeavor	PO 1. Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.	Resources Needed		

March April May	Strand 4: Life Science Concept 1: Characteristics of Organisms	PO 1. Identify the following as characteristics of living things: <ul style="list-style-type: none"> • growth and development • reproduction • response to stimulus 	Teacher Made	Ocean Kit	
		PO 2. Compare the following observable features of living things: <ul style="list-style-type: none"> • movement – legs, wings • protection – skin, feathers, tree bark • respiration – lungs, gills • support – plant stems, tree trunks 	Teacher Made	Ocean Kit Compare ocean animals and plants with local environment animals and plants from the earth unit.	
		PO 3. Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.	Teacher Made	Ocean Kit Compare ocean animals and plants with local environment animals and plants from the earth unit.	
	Strand 4: Life Science Concept 2: Life Cycles	PO 1. Identify stages of human life (e.g., infancy, adolescence, adulthood).	Resources Needed	And compare to ocean and desert animals.	
		PO 2. Identify similarities and differences between animals and their parents.	Teacher Made	Ocean Kit Human, desert, and ocean	

	<p>Strand 4: Life Science Concept 3: Organisms and Environments</p>	<p>PO 1. Identify some plants and animals that exist in the local environment.</p> <p>PO 2. Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.</p> <p>PO 3. Describe how plants and animals within a habitat are dependent on each other.</p>	<p>Teacher Made</p> <p>Teacher Made</p> <p>Teacher Made</p>	<p>Ocean Kit Compare to ocean</p> <p>Ocean Kit</p> <p>Ocean Kit</p>	

