

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Science	<b>2009</b>	<b>Grade Level – 1st</b>
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**ESSENTIAL QUESTIONS: How do tools and machines change (have an affect on) our lives? Where do tools and machines come from?**

<b>STRAND</b> <b>Strand III: Science and Society</b>	<b>BENCHMARK</b> <b>Benchmark I:</b> Describe how science influences decisions made by individuals and societies.
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**STANDARD**  
**Standard I:** Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.

9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
<b>1</b>	<p>2. Describe how science has assisted in creating tools (e.g., plows, knives, telephones, cell phones, computers) to make life easier and more efficient.</p> <p>3. Describe how tools and machines can be helpful, harmful, or both (e.g., bicycles, cars, scissors, stoves).</p> <p>4. Know that men and women of all ethnic and social backgrounds practice science and technology.</p>	<p><b>1. Tools and machines are used every day.</b></p> <p><b>2. People from around the world and from the past and present have developed tools, machines, and technology to make their lives easier and more efficient.</b></p> <p><b>3. People from around the world share their inventions so all people can use those tools, machines, and technology today.</b></p> <p><b>4. Tools and machines must be used safely.</b></p>	<p>The class will discover and discuss tools from the classroom that are used daily (eg. the clock to tell time, pencils to write, rulers to measure length, computers to research and communicate). The class will discuss proper ways to use each tools and possible hazards and careful use.</p> <p>TSW draw pictures of and label 5 classroom tools that help us as we work every day.</p> <p>TSW draw pictures and label kitchen tools that are used at home (eg. the stove, microwave, utensils, dishes, cookware)</p> <p>The class will share pictures of tools from home. The class will discuss proper ways to use each tools and possible hazards and careful use.</p>	<p>Teacher observations</p> <p>Pictures of classroom tools</p> <p>Pictures of kitchen tools</p> <p>Teacher observation</p>	<p>Construction paper, pencils, and crayons.</p> <p>List of Inventors and Inventions for teachers</p> <p>Read Alouds</p> <p>Content fluency pages</p> <p>Presentation rubric</p> <p>A world map</p> <p>Post-it flags for the map</p> <p><a href="http://www.kvrene.org/schools/brisas/sunda/inventor/main.htm">http://www.kvrene.org/schools/brisas/sunda/inventor/main.htm</a></p> <p><b><u>What Your First Grader Needs to Know; The Core Curriculum Series</u></b> edited by E.D. Hirsch, Jr. (Student fluency reading passages pg 314-320)</p>

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<b>ESSENTIAL QUESTIONS:</b>					
<b>STRAND</b> <b>Strand III: Science and Society</b>			<b>BENCHMARK</b> <b>Benchmark I:</b> Describe how science influences decisions made by individuals and societies.		
<b>STANDARD</b> <b>Standard I:</b> Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.					
9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
<b>1</b>	Continued from page 1	Continued from page 1	<p>The class will discuss famous inventors and how their inventions are used in our lives.</p> <p>TSW choose an inventor and research at home with an adult to discover what that inventor developed. Notes will be taken on a template.</p> <p>TSW present their inventor and share 2-3 ideas orally about what that inventor developed. A rubric will be provided as a guide.</p> <p>The class will identify and label countries on a world map where the inventors we discuss/present lived and worked.</p>	<p>Completed template Appendix pp. 23-28</p> <p>Oral presentation Appendix p. 29</p> <p>Completed classroom map</p>	

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<b>ESSENTIAL QUESTIONS: In what way does the sun appear to move in the daytime sky? In what ways does the moon appear to change/move in the nighttime sky?</b>					
<b>STRAND</b> <b>Strand II: Content of Science</b>			<b>BENCHMARK</b> <b>Benchmark I:</b> Know the structure of the solar system and the objects in the universe.		
<b>STANDARD</b> <b>Standard III (Earth and Space Science):</b> Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.					
<b>9 w e e k s</b>	<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
<b>2</b>	<p>1. Observe the changes that occur in the sky as day changes into night and night into day.</p> <p>2. Describe the basic patterns of objects as they move through the sky:</p> <ul style="list-style-type: none"> <li>• sun appears in the day</li> <li>• moon appears at night but can sometimes be seen during the day</li> <li>• sun and moon appear to move across the sky</li> <li>• moon appears to change shape over the course of a month.</li> </ul> <p>3. Recognize that the sun, moon, and stars all appear to move slowly across the sky.</p>	<p><b>1. The sun can be seen in the sky during the day.</b></p> <p><b>2. The sun appears to move across the sky.</b></p>	<p>The class will generate a web of known characteristics/facts about the sun and discuss vocabulary dawn, dusk, rising, setting.</p> <p>TSW use a sun tracker template to document observations about the sun’s movement throughout the day.</p> <p>TSW recreate the movement of the sun in the classroom using a flashlight and the sun tracker.</p> <p>TSW draw a picture of the movement of the sun throughout the day.</p>	<p>Classroom web</p> <p>Teacher observation</p> <p>Teacher observation</p> <p>Pictures of the sun’s movement in the sky</p>	<p>Poster of the sun</p> <p>Poster of the Moon</p> <p>Chart paper, markers</p> <p>Sun tracker template, clay, toothpicks, chalk, compass, pencils</p> <p>Flashlights</p> <p>Phases of the Moon cards</p> <p>Moon observations template and rubric</p> <p>Center for Hands on Learning, Sky unit student booklet</p> <p><a href="http://www.kidsastronomy.com/astrokymap/index.htm">http://www.kidsastronomy.com/astrokymap/index.htm</a></p> <p><u>The Moon Seems to Change</u> by Franklyn Branley; <u>The Sun is Always Shining Somewhere</u> by Allan Fowler</p>

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<b>ESSENTIAL QUESTIONS:</b>					
<b>STRAND</b> <b>Strand II: Content of Science</b>			<b>BENCHMARK</b> <b>Benchmark I:</b> Know the structure of the solar system and the objects in the universe.		
<b>STANDARD</b> <b>Standard III (Earth and Space Science):</b> Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.					
9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
2	Continued from page 3	<p><b>3. The moon can be seen in the sky at night (and can sometimes be seen during the day).</b></p> <p><b>4. The moon appears to move across the sky at night.</b></p> <p><b>5. The moon does not always have the same shape in the sky.</b></p>	<p>TSW observe the moon in the sky at home. TSW make 2-3 observations about the moon’s movement and record their thoughts using pictures or words.</p> <p>The class will discuss movement and shape observations from home.</p> <p>The class will generate a web of known characteristics/facts about the moon. The teacher will add to the discussion using vocabulary phases, shape, growing, shrinking, crescent, Full Moon, New Moon, craters.</p> <p>TSW identify the phase card that most closely resembles the moon they observed.</p> <p>TSW continue to record observations of the moon at home every night for 1 week using a booklet template.</p>	<p>Pictures and observations from home.</p> <p>Classroom web</p> <p>Moon observations booklet Appendix pp. 30-31</p>	<p><u>Earth</u> by Dennis B. Fradin</p> <p><u>What Your First Grader Needs to Know; The Core Curriculum Series</u> edited by E.D. Hirsch, Jr. (Student fluency reading passages pg 306-311)</p>

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**ESSENTIAL QUESTIONS: How do scientists measure the weather? How can we/why would we need to measure the weather?**

<b>STRAND</b> <b>Strand II: Content of Science</b>	<b>BENCHMARK</b> <b>Benchmark II:</b> Know the structure and formation of Earth and its atmosphere and the processes that shape them.
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**STANDARD**  
**Standard III (Earth and Space Science):** Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.

9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
2	1. Know that simple tools can be used to measure weather conditions (e.g., thermometer, wind sock, hand held anemometer, rain gauge) and that measurements can be recorded from day to day and across seasons.	<ol style="list-style-type: none"> <li><b>1. We use thermometers to measure temperature.</b></li> <li><b>2. We use a wind sock to measure wind direction.</b></li> <li><b>3. We use an anemometer to measure wind speed.</b></li> <li><b>4. We use a rain gauge to measure the amount of rain that falls.</b></li> <li><b>5. We can record the weather conditions from day to day.</b></li> </ol>	<p>The class will generate a list of possible ways to measure weather.</p> <p>The class will generate a list of questions they have about measuring weather.</p> <p>The class will examine a thermometer. The teacher will add to the discussion with vocabulary; temperature, thermometer, degree, measure, Fahrenheit.</p> <p>TSW measure the temperature of 2 cups of water (one hot, one cold).</p> <p>The class will record and discuss observations on a T-chart.</p> <p>TSW measure the temperature in the sun and in the shade outside.</p> <p>The class will record and discuss observations on a T-chart.</p>	<p>Classroom list</p> <p>Classroom list</p> <p>Teacher observation</p> <p>Student input for T-chart</p> <p>Teacher observation</p> <p>Student input for T-chart</p>	<p>Chart paper, black and white construction paper</p> <p>Markers, tape, glue sticks, crayons</p> <p>Thermometers</p> <p>Cups for water</p> <p>Tissue paper, wooden sticks, string</p> <p>Hole punch</p> <p>Ping pong balls, anemometer backs</p> <p>Clear plastic bottles (rain gauge)</p> <p>Vocabulary Quilt template</p> <p>Washers</p> <p>Watering cans</p> <p>Weather recording chart</p>



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<b>STANDARD</b> <b>Standard III (Earth and Space Science):</b> Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.					
9 w e e k s	<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
2	Continued from page 5	Continued from page 5	<p>TSW make a wind sock and an anemometer and collect data about the wind’s direction and speed outside.</p> <p>The class will discuss their thinking and observations after using the anemometer and wind sock.</p> <p>The class will be introduced to a rain gauge and it’s use.</p> <p>TSW “collect” rain and measure using a nonstandard unit of measurement (washers).</p> <p>TSW complete a vocabulary quilt, drawing a picture and using words to document their learning.</p> <p>The class will record the weather every morning for a week in small groups, using the thermometer, anemometer, and wind sock on a class chart.</p>	<p>Teacher observation</p> <p>Teacher observation</p> <p>Teacher observation</p> <p>Vocabulary Quilt Appendix p. 32</p> <p>Classroom chart</p>	

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**ESSENTIAL QUESTIONS: How are diverse climates of the Earth the same? How are diverse climates of the Earth different?**

<p><b>STRAND</b> <b>Strand II: Content of Science</b></p>	<p><b>BENCHMARK</b> <b>Benchmark II:</b> Know the structure and formation of Earth and its atmosphere and the processes that shape them.</p>
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**STANDARD**  
**Standard III (Earth and Space Science):** Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the processes and interactions of Earth’s systems.

9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
2	2. Know that there are different climates (e.g., desert, arctic, rainforest).	<ol style="list-style-type: none"> <li>1. <b>There are different areas of the Earth.</b></li> <li>2. <b>Different areas have different climates.</b></li> </ol>	<p>TSW research 1 of 5 characteristics of 1 of 4 different climates (habitats) at home and record their notes on a template.</p> <p>TSW create a climate (habitat) poster in small groups, including the information they researched at home.</p> <p>The groups will present their posters (information on the climate) to the class.</p> <p>TSW choose two climates (habitats) to compare using a Venn Diagram.</p>	<p>Research template Appendix p.33</p> <p>Class poster</p> <p>Group presentations Appendix p. 34</p> <p>Venn diagram Appendix p. 35</p>	<p><a href="http://www.theweatherchannelkids.com/climate-code/photo-gallery">http://www.theweatherchannelkids.com/climate-code/photo-gallery</a></p> <p><a href="http://teacher.scholastic.com/activities/wwatch/investigate/detective.htm">http://teacher.scholastic.com/activities/wwatch/investigate/detective.htm</a></p> <p>Read Alouds for the classroom (<b>Desert; Forest; Mountain; and Ocean</b>, four books by Ron Hirschi, <b>A Walk in the Desert</b> by Caroline Arnold, <b>Amazing Fish</b> by Mark Ling, <b>The Magic School Bus on the Ocean Floor</b> by Joanna Cole)</p> <p>Read Alouds/Research information to be sent home</p> <p>Climate (habitat) research template</p> <p>Poster board, pencils, markers, tape</p> <p>Venn diagram templates</p> <p><b>What Your First Grader Needs to Know; The Core Curriculum Series</b> edited by E.D. Hirsch, Jr. (Student fluency reading passages pg 282-285)</p>

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**ESSENTIAL QUESTIONS: How can we describe the things around us (matter)? How can we classify the things around us (matter)?**

<b>STRAND</b> <b>Strand II: Content of Science</b>	<b>BENCHMARK</b> <b>Benchmark I:</b> Recognize that matter has different forms and properties.
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**STANDARD**  
**Standard I (Physical Science):** Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.

9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
3	<p>1. Observe that the three states of matter (i.e., solids, liquids, and gases) have different properties (e.g., water can be liquid, ice, or steam).</p> <p>2. Describe simple properties of matter (e.g., hardness, flexibility, transparency).</p>	<p><b>1. All things that we can see, feel, and touch belong to three categories.</b></p> <p><b>2. A solid is something that holds its shape.</b></p> <p><b>3. Liquids flow and can be poured.</b></p> <p><b>4. Air is an invisible gas. Even though we can't see it, it is there.</b></p>	<p>The class will examine and discuss pictures of solids and record their observations together on solids poster.</p> <p>TSW examine and order three sand paper squares of different textures (allow students to order squares any way they choose) and discuss their reasoning.</p> <p>The class will be introduced to vocabulary for texture, smooth, bumpy, and rough.</p> <p>TSW examine and order three plastic squares of different flexibility (allow students to order squares any way they choose) and discuss their reasoning.</p>	Solids poster	<p><b>3 Posters – solids, liquids, gas</b></p> <p><b>Post-it notes</b></p> <p><b>Sand paper squares</b></p> <p><b>Plastic squares</b></p> <p><b>Joseph and the Solid Snack, More Milk?, and It's a Gas - take home booklets.</b></p> <p><b>Squeeze tubes and glass jars for 4 liquids; vegetable oil, molasses, corn syrup, dishwashing soap</b></p> <p><b>Clear tubs of water, clear cups</b></p> <p><b>Paper towels</b></p> <p><b>Flat bed sheet</b></p> <p><b>Paper sacks</b></p> <p><b>Balloons</b></p>

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<b>STRAND</b> <b>Strand II: Content of Science</b>			<b>BENCHMARK</b> <b>Benchmark I:</b> Recognize that matter has different forms and properties.		
<b>STANDARD</b> <b>Standard I (Physical Science):</b> Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.					
9 w e e k s	<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
<b>3</b>	Continued from page 9	Continued from page 9	<p>The class will be introduced to vocabulary for flexibility, transparency, smoothness, and thickness.</p> <p>TSW record at least three learnings about solids on their properties of matter notes page.</p> <p>TSW examine different liquids in jars and class will record observations with the teacher on a liquids poster.</p> <p>TSW examine a single drop of each liquid on their finger tip and will record their observations with the teacher on the liquids poster.</p> <p>The class will be introduced to vocabulary for thickness, transparency, and viscosity.</p> <p>TSW record at least three learnings about liquids on their properties of matter notes page.</p>	<p>Properties of solids portion of notes page.</p> <p>Liquids poster</p> <p>Liquids poster</p> <p>Properties of liquids portion of notes page.</p>	<p>Peppermint extract</p> <p>Properties of matter snack; 2 flavors of Pringles, strong flavored Kool-aid</p> <p>Center for Hands on Learning, States of Matter unit student booklet.</p> <p><u>Air is All Around You</u> by Franklyn Branley; <u>It Could Still be Water</u> by Allan Fowler; <u>What Happened?</u> By Rozanne Lanczak Williams</p> <p><u>What Your First Grader Needs to Know; The Core Curriculum Series</u> edited by E.D. Hirsch, Jr. (Student fluency reading passages pg 292-294)</p> <p><u>Step-by-Step Science Series: Water (grades K-3)</u>, Carson-Dellosa, <i>Water's Changing States</i> pg 6-10.</p>



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<b>STANDARD</b> <b>Standard I (Physical Science):</b> Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.					
9 w e e k s	<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
<b>3</b>	Continued from page 9	Continued from page 9	<p>TSW will use an inflated balloon to observe that gases are not hard and that you can change their shape.</p> <p>TSW be given a snack. TSW consider and record on a template which part of the snack is a liquid, solid, and gas (the scent is carried by a gas).</p> <p>TSW will complete the properties of matter formative assessment from the CHOL student booklet.</p>	<p>Teacher Observation</p> <p>Student template</p> <p>Center for Hands on Learning, States of Matter unit student booklet pg. 10.</p>	

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**ESSENTIAL QUESTIONS: What makes things change? What would our lives be like without fire/electricity?**

<p><b>STRAND</b> <b>Strand II: Content of Science</b></p>	<p><b>BENCHMARK</b> <b>Benchmark II:</b> Know that energy is needed to get things done and that energy has different forms.</p>
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**STANDARD**  
**Standard I (Physical Science):** Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.

9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
3	1. Observe and describe how energy produces changes (e.g., heat melts ice, gas makes car go uphill, electricity makes TV work).	<b>1. Energy produces change</b>	<p>The class will brainstorm one example of an object that changes form or shape with a partner through “Think Pair Share”.</p> <p>The pair will draw a picture and use words to explain how the object they discussed changes and add pictures and explanations to the classroom change poster.</p> <p>The class will observe and document the change in form of ice melting, water evaporating, a candle melting, popcorn popping, a marshmallow roasting, and appliances turning on and off as examples of energy producing change.</p> <p>TSW choose one object from the classroom change poster and complete a student change template.</p>	<p>Teacher observation</p> <p>Finished classroom change poster</p> <p>Classroom change templates</p> <p>Student change templates Appendix p. 36</p>	<p>Construction paper, chart paper, pencils, crayons, markers</p> <p>Ice cubes, hot plate, pan of water, candle, match or lighter, bags of popcorn, microwave, marshmallow, skewer</p> <p>Classroom change template</p> <p>Student change template</p>



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<b>STRAND</b> <b>Strand II: Content of Science</b>			<b>BENCHMARK</b> <b>Benchmark III: Identify forces and describe the motion of objects.</b>		
<b>STANDARD</b> <b>Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.</b>					
9 w e e k s	<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
<b>3</b>	Continued from page 14	<p><b>4. Indirect forces work at a distance.</b></p> <p><b>5. Gravity is an indirect force that pulls everything toward the center of the earth.</b></p>	<p>TSW explore direct and indirect force finding as many ways as possible to move two balls. Each idea will be recorded with pictures or words on a CHOL Moving Things template.</p> <p>TSW explore direct and indirect force finding the best way possible to use a zoomer toy.</p> <p>The class will discuss their zoomer toy work and be introduced to the concept and vocabulary of gravity.</p> <p>TSW will build a vehicle at home using materials sent from school. The finished vehicle will be returned. The class will test and discuss vehicle designs and indirect force.</p> <p>TSW will design, build, and test a flying toy.</p> <p>The class will discuss toy designs and indirect force.</p>	<p><b>CHOL Moving Things template.</b></p> <p><b>Teacher observation</b></p> <p><b>Vehicle</b></p> <p><b>Flying toy</b></p> <p><b>Teacher observation</b></p>	

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**CURRICULUM MAP**

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**ESSENTIAL QUESTIONS:** How do we know if something is alive or not? How are plants and animals the same/different? What do plants/animals need to live? How do animals/plants change during their lives?

<b>STRAND</b> <b>Strand II: Content of Science</b>	<b>BENCHMARK</b> <b>Benchmark II:</b> Know that living things have similarities and differences and that living things change over time.
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**STANDARD**  
**Standard II (Life Science):** Understand the properties, structures, and processes of living things and the interdependence of living things and their environments

9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R = Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
<b>4</b>	1. Identify differences between living and nonliving things.	<b>1. There are differences between living and non-living things.</b>	<p>TSW explore living and non-living objects by participating in the Will It Grow? CHOL activity.</p> <p>TSW record their observations daily for one week on the CHOL Will It Grow? template.</p> <p>The class will discuss and record their observations about living and non-living things on a class T-chart.</p>	<p>Will It Grow? tray</p> <p>Will It Grow? template.</p> <p>Class T-chart</p>	<p>Chart paper, pencils, markers</p> <p>Styrofoam tray, seeds, shells, washers, pebbles</p> <p>CHOL Will it Grow? Template</p> <p>Adult and baby animal cards</p> <p>Animal mini-poster template</p> <p>Plant mini-poster template</p> <p>Animal characteristics, group template</p> <p>Plant characteristics, group template</p> <p>Plant growth – variables chart template</p> <p>Seeds, soil, containers</p>

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<b>ESSENTIAL QUESTIONS:</b>					
<b>STRAND</b> <b>Strand II: Content of Science</b>			<b>BENCHMARK - Benchmark I:</b> Know that living things have diverse forms, structures, functions, and habitats. <b>Benchmark II:</b> Know that living things have similarities and differences and that living things change over time.		
<b>STANDARD</b> <b>Standard II (Life Science):</b> Understand the properties, structures, and processes of living things and the interdependence of living things and their environments					
9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
<b>4</b>	<p>1. Know that living organisms (e.g., plants, animals) have needs (e.g., water, air, food, sunlight).</p> <p>2. Know that living organisms (e.g., plants, animals) inhabit various environments and have various external features to help them satisfy their needs (e.g., leaves, legs, claws).</p> <p>4. Observe that living organisms (e.g., plants, animals) have predictable but varied life cycles.</p> <p><i>Benchmark II - 2.</i> Recognize the differences between mature and immature plants and animals (e.g., trees/seedlings, dogs/puppies, cats/kittens).</p>	<p><b>1. There are differences between mature and immature animals.</b></p> <p><b>2. Animals have needs.</b></p> <p><b>3. Animals live in a variety of environments.</b></p> <p><b>4. Animals have a variety of external features.</b></p> <p><b>5. Animals have predictable but varied life cycles.</b></p>	<p>The class will make a list of as many baby animals (and extend with the adult name for the animal) as they can on a classroom poster.</p> <p>The class will explore the life cycle of animals by playing various (memory/concentration, matching, go fish) games with a deck of adult and baby animal cards.</p> <p>TSW select an animal and research that animal, it's needs and environment at home and record information on an animal mini poster template.</p> <p>The class will discuss and record in small groups information from home on a group chart.</p> <p>In small groups the class will explore external features of animals, their needs, and habitat playing a "Guess The Pet Game".</p>	<p>Classroom poster</p> <p>Teacher observation</p> <p>Mini poster template Appendix p. 37</p> <p>Group charts</p> <p>Teacher observation</p>	<p>Student plant growth chart – template</p> <p>Class Venn Diagram</p> <p>Student Venn Diagram</p> <p><u>Who Eats What? Food Chains and Food Webs</u> by Patricia Lauber</p> <p><u>What Your First Grader Needs to Know; The Core Curriculum Series</u> edited by E.D. Hirsch, Jr. (Student fluency reading passages pg 271-280)</p> <p><u>Move Over Mother Goose</u> by Ruth I. Dowell, <i>Animals Far and Wide</i>, pg 36-52.</p>

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<b>ESSENTIAL QUESTIONS:</b>					
<b>STRAND</b> <b>Strand II: Content of Science</b>		<b>BENCHMARK - Benchmark I:</b> Know that living things have diverse forms, structures, functions, and habitats. <b>Benchmark II:</b> Know that living things have similarities and differences and that living things change over time.			
<b>STANDARD</b> <b>Standard II (Life Science):</b> Understand the properties, structures, and processes of living things and the interdependence of living things and their environments					
9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
<b>4</b>	<p>1. Know that living organisms (e.g., plants, animals) have needs (e.g., water, air, food, sunlight).</p> <p>2. Know that living organisms (e.g., plants, animals) inhabit various environments and have various external features to help them satisfy their needs (e.g., leaves, legs, claws).</p> <p>4. Observe that living organisms (e.g., plants, animals) have predictable but varied life cycles.</p> <p><i>Benchmark II - 2.</i> Recognize the differences between mature and immature plants and animals (e.g., trees/seedlings, dogs/puppies, cats/kittens).</p>	<p><b>1. Plants have needs.</b></p> <p><b>2. Plants live in a variety of environments.</b></p> <p><b>3. Plants have a variety of external features.</b></p> <p><b>4. There are differences between mature and immature plants.</b></p> <p><b>5. Plants have predictable but varied life cycles.</b></p>	<p>TSW select a plant and research that plant, it's needs and environment at home and record information on an plant mini poster template. The class will then discuss and record information from home in small groups on a group plant chart.</p> <p>The class will develop predictions about the needs of plants by choosing variables (e.g. soil?, food source?, light?, container?) by which to grow a plant and record ideas on a variables chart.</p> <p>The class will explore the needs of plants by sprouting seeds in different environments using predictions suggested from variables chart.</p> <p>The class will care for their seeds and monitor growth and external features recording their observations weekly for one month on a growth chart template.</p>	<p>Plant mini-poster template Appendix p. 39</p> <p>Group chart Appendix p. 40</p> <p>Variables chart Appendix p. 41</p> <p>Planted seeds</p> <p>Growth chart template Appendix p. 42</p>	<p><u>Primarily Plants: AIMS Activities Grades K-3, Plant Needs, pg 42-65</u></p>

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<b>ESSENTIAL QUESTIONS:</b>					
<b>STRAND</b> <b>Strand II: Content of Science</b>			<b>BENCHMARK</b> <b>Benchmark I:</b> Know that living things have diverse forms, structures, functions, and habitats.		
<b>STANDARD</b> <b>Standard II (Life Science):</b> Understand the properties, structures, and processes of living things and the interdependence of living things and their environments					
9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES AND INSTRUCTIONAL STRATEGIES	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
<b>4</b>	3. Describe the differences and similarities among living organisms (e.g., plants, animals).	<b>1. There are differences and similarities between living things.</b>	The class will use a Venn diagram to compare and contrast plants and animals.  TSW choose an animal and a plant to compare and contrast on an individual Venn diagram.	Class Venn diagram Appendix p. 43  Student Venn Diagrams	Chart paper, markers  Student Venn diagram template



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<b>ESSENTIAL QUESTIONS:</b>					
<b>STRAND</b> <b>Strand II: Content of Science</b> <b>Strand III: Science and Society</b>			<b>BENCHMARK</b> <b>Benchmark III:</b> Know the parts of the human body and their functions. <b>Benchmark I:</b> Describe how science influences decisions made by individuals and societies.		
<b>STANDARD</b> <b>Standard II (Life Science):</b> Understand the properties, structures, and processes of living things and the interdependence of living things and their environments. <b>Standard I:</b> Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.					
<b>9 w e e k s</b>	<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I = Introduce</b> <b>R= Review AND Extend</b> <b>M = Master</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS AND RESOURCES</b>
<b>II.II.III</b>	4. Describe how some parts of human bodies differ from similar parts of other animals (e.g., hands and feet/paws; ears).	<b>1. Our bodies have different parts that are important.</b>	TSW generate a list of human body parts (oes we see and ones we don't see) on a T-chart.	Classroom list	<b><u>What Your First Grader Needs to Know; The Core Curriculum Series</u></b> edited by E.D. Hirsch, Jr. (Student fluency reading passages pg 286-291)
<b>III.I.I</b>	1. Know that germs can be transmitted by touching, breathing, and coughing, and that washing hands helps prevent the spread of germs.	<b>2. Human bodies are similar to and different from animal bodies.</b>	TSW explore a diagram of the human body and be introduced to new vocabulary: brain, liver, stomach, large intestine, small intestine.	Teacher observation	<b><u>My Body</u></b> by Patricia Carratello (Teacher Created Resources) (Student fluency reading passages)
		<b>3. Germs can make us sick and we need to try to prevent the spread of germs.</b>	The class will review known ways to keep our bodies healthy and be introduced to other healthy practices.	Teacher observation	<b><u>Little People Books: Science – Health</u></b> Frank Schaffer Publications (mini-books for the four basic food groups, the five senses, and health)
			TSW use black light lotion and black light to explore proper hand washing as a way to fight germs and stay healthy.	CHOL take home booklet “ACHOO”	
			TSW put together the CHOL take home booklet “ACHOO”.	Letter	
			TSW write a letter to a younger child explaining ways to stay healthy.		

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# APPENDIX

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Science	<b>2009</b>	<b>Grade Level – 1st</b>
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<b>Inventors/Scientists</b>	<b>Inventions/Discoveries</b>
Levi Strauss	Blue jeans
Sir John Harrington	Flush toilet
Alexander Cartwright	Baseball
Ruth Handler	Barbie doll
Earle Dickson	Band-aid
Wilbur and Orville Wright	“flying machine” (airplane)
Richard Drew	Scotch tape
Mary Anderson	Windshield Wipers
Thomas Adams	Chewing gum
Benjamin Franklin	Lightning rod, bifocal glasses
James Naismith	Basketball
Alexander Graham Bell	Telephone
Edward Jenner	Vaccinations
Thomas Edison	Phonograph and Electric light bulb
Rachel Carson - Author	Wrote of the dangers of chemical use in natural habitats

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Would you like to be an inventor?

Many inventors find things that happen in their daily life that cause them to think of some problem in a new way. The inventor of [VELCRO](#)® thought of his invention while removing burrs from his pet's fur after walking in the woods. [Eli Whitney](#) watched a cat pull feathers through a cage -- it was how he thought of the invention now known as the cotton gin. Watch your pet play with a toy. How does your pet move the toy? What happens to the toy? Would the toy be better if it was softer? harder? stretchier? What else could you do with the toy?

Other inventions come about when their inventors try to think of uses for things - vulcanized (heated) [rubber](#) for tires came about that way. Have you heard of "yellow stickies" ([Postlt](#)®)? They were the result of a "failed" adhesive experiment which was too weak to market, until the chemist figured out that a weak adhesive had good uses too. Try recycling something. "Invent" another use for a plastic bottle, bottle caps, and rubber bands - can you make a musical instrument?

Many times you can come up with a solution for a problem (or find a problem that fits your solution!) by either "turning a problem around" or selecting two or more things at random and using them to "seed" new ideas. What does "turning a problem around" mean? It means looking at it from a different angle or thinking about it in a new way.

Here are two examples of this:

**Example 1** - instead of thinking of shoes as protecting your feet from the ground, think of using something to protect the ground from your feet.

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**Example 2** - instead of thinking about how you can carry kumquats home from a store, think of how they can come to you - by delivery or growing your own - or do you need kumquats at all?

### A burr inspired VELCRO

Carefully define a problem. Focus on what you are trying to do in the first place - instead of simply how to do things. If you focus on methods, "i.e. "I need a way to use a computer to count apples", you may not identify a more basic problem - "I need to have about 1000 apples to sell every week" and miss a better solution. Of course many patents issue on novel uses of things so don't just throw away an idea because it doesn't fit the rules - just how could you use a computer to count apples?

Try changing the question - start it with a different word - who, what, where, when, why, how, etc. Change your perspective on a problem - looking for something is not at all the same as finding it, and putting something away is very different from getting rid of it. How can you keep your socks from getting lost in the wash? What happens to socks when you wash them? Where do socks get lost? When do socks stay together?

Think about something in an unexpected way. Describe doing something in words for something entirely different - search and rescue your toys; turn your closet into a menu of clothes; or feed a thought.

Throughout history, inventions have helped people discover new worlds, build communities, develop resources, increase productivity, cure diseases, ease burdens, and enjoy life to the fullest.

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## Patents

New inventions lead to new technologies, create new jobs, and improve our quality of life. A patent helps an inventor to make money from his or her invention by allowing only the inventor or those who get his or her permission to make and sell the invention. Patents encourage investing in research since research results in new inventions.

In 1900, a Japanese diplomat who was sent to the United States to study the American patent system had this to say, "We (Japan) have looked about us to see what nations are the greatest, so that we can be like them. We asked what made the United States such a great nation? We investigated and found that it was patents."

## What Is Intellectual Property?

Patents, trademarks, copyrights, and trade secrets are "[intellectual property](#)". These are products that come from a creative mind. Intellectual property is imagination made real. It is another asset just like your home, your car, or your bank account. Just like other kinds of property, intellectual property needs to be protected from theft and misuse.

## Making An Invention Famous With Brand Names and Trademarks

If an invention is new and unfamiliar, it is important for inventors to create a good brand name to call their invention. An interesting brand name or trademark can attract customers. Sometimes it takes a while for a trademark to catch on and the fact that the invention is desirable is what eventually makes the trademark for the invention popular. In other cases, when the new invention may be okay, but not great, a really catchy trademark can make the invention even more successful.

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## What Does Generic Mean?

A trademark can become from the customer's point of view, a generic name. For example, the word [escalator](#) was once the trademark for a moving stairway. There was the Escalator brand of moving stairway and other moving stairways were never called Escalators. Now escalator is the word we use for all moving stairways and nobody uses the name moving stairway. If a trademark becomes too familiar or generic nobody can claim trademarks rights to that name. Inventors can lose their exclusive right to use a trademark.

## Trademark Symbols - TM, SM, ®

What is the difference between the notations TM or SM and the ® or registration symbol? TM and SM usually indicate that someone is claiming trademark rights, however, they have not registered the trademark with the United States Patent and Trademark Office or [USPTO](#).

The ® registration symbol can only be used after the trademark is actually registered with the United States Patent and Trademark Office USPTO.

-[http:// inventors.about.com](http://inventors.about.com)

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My Research about an Inventor

Name \_\_\_\_\_

Inventor I chose -	Where he/she lived – _____ _____ _____ _____	Another interesting thing about his/her life – _____ _____ _____ _____
The invention – _____ _____ _____ _____ _____ _____	Why is this invention important? _____ _____ _____ _____ _____	Do you use this invention in your life? How? _____ _____ _____ _____ _____

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**Oral Presentation Rubric : First grade - Inventors**

<b>Student Name:</b>				
Category	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

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# My Observations about the Moon

Name \_\_\_\_\_

Night 1	Night 2	Night 3
Night 4	Night 5	Night 6

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**Drawings: Observations About the Moon**

<b>Student Name:</b>				
Category	4	3	2	1
	Lines are clear and not smudged. There are almost no erasures or stray marks on the paper. Color is used carefully to enhance the drawing. Stippling is used instead of shading. Overall, the quality of the drawing is excellent.	There are a few erasures, smudged lines or stray marks on the paper, but they do not greatly detract from the drawing. Color is used carefully to enhance the drawing. Overall, the drawing is good	There are a few erasures, smudged lines or stray marks on the paper, which detract from the drawing OR color is not used carefully. Overall, the quality of the drawing is fair	There are several erasures, smudged lines or stray marks on the paper, which detract from the drawing. Overall, the quality of the drawing is poor.
Drawing-details	All assigned details have been added. The details are clear and easy to identify.	Almost all assigned details (at least 85%) have been added. The details are clear and easy to identify.	Almost all assigned details (at least 85%) have been added. A few details are difficult to identify.	Fewer than 85% of the assigned details are present OR most details are difficult to identify.
Labels	Every item that needs to be identified has a label. It is clear which label goes with which structure	Almost all items (90%) that need to be identified have labels. It is clear which label goes with which structure	Most items (75-89%) that need to be identified have labels. It is clear which label goes with which structure.	Less than 75% of the items that need to be identified have labels OR it is not clear which label goes with item.

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**My Weather Vocabulary Quilt**

Name \_\_\_\_\_

<b>Measurement Instrument</b>	<b>Weather Variable</b>
<b>Thermometer</b>	<b>Temperature</b>
<b>Anemometer</b>	<b>Wind Speed</b>
<b>Wind Sock</b>	<b>Wind Directions</b>
<b>Rain Gauge</b>	<b>Precipitation</b>

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**My Research About Habitats**

Name \_\_\_\_\_

Habitat I chose -	The land –	The water –
The animals –	Where is this habitat found in the World?	Would you want to live there? Why or why not?

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**Steiner Elementary**  
*Home research*

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date : \_\_\_\_\_

Research topic: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	1	2	3	4	
<b>Learned new information</b>	Ideas are very basic. No research involved.	Ideas are basic. included one interesting idea.	2-3 ideas are new and interesting.	4 or more ideas are new and interesting.	_____
<b>Stays on topic</b>	It was hard to tell what the topic was.	Stays on topic some (60-70%) of the time.	Stays on topic most (80-95%) of the time.	Stays on topic all (100%) of the time.	_____
<b>Neatness</b>	Information (handwriting and word choice) was difficult to read.	Sometimes (20%) difficult to read.	Information (handwriting and word choice) was fairly easy to read (90%).	Information (handwriting and word choice) was easy to read (100%).	_____
				<b>Total----&gt;</b>	_____

**Teacher Comments:**

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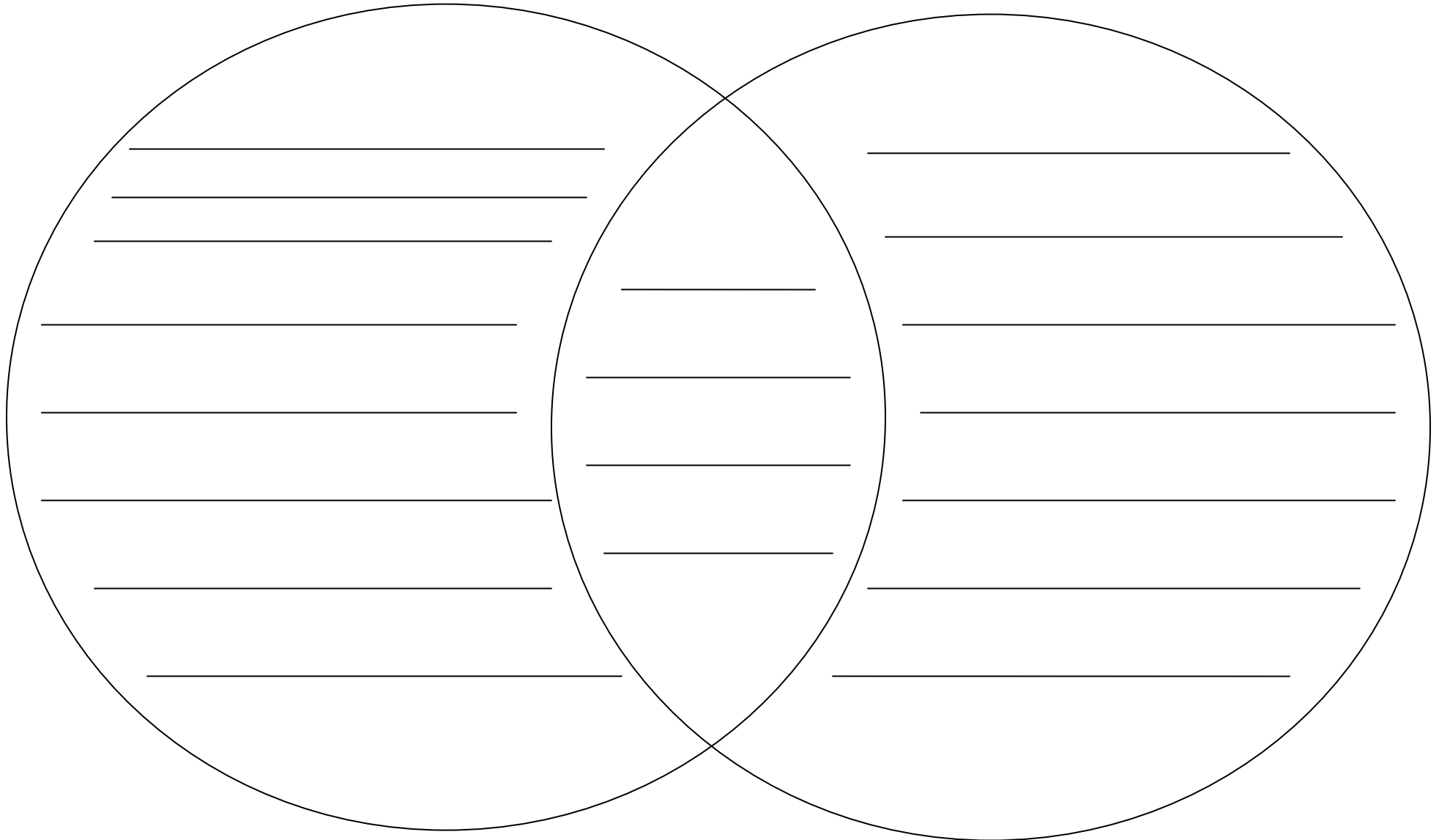
<b>Subject:</b>	Science	<b>2009</b>	<b>Grade Level – 1st</b>
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Comparing Habitats

Name \_\_\_\_\_

**Habitat 1** \_\_\_\_\_

**Habitat 2** \_\_\_\_\_



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## Energy Produces Change

Name \_\_\_\_\_

Picture Before the  
Change

Picture After the Change

Describe the **energy**  
that produced the change

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**My Research about an Animal**

Name \_\_\_\_\_

	Where it lives (habitat) – <hr/> <hr/> <hr/> <hr/>	It's needs – <hr/> <hr/> <hr/> <hr/>
Unique characteristics (external features) – <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		Would you want to own this animal? Why or why not? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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**Our Animals – Group Chart**

Names \_\_\_\_\_

<b>Animal</b>	_____	_____	_____	_____
<b>Habitat</b>	_____ _____	_____ _____	_____ _____	_____ _____
<b>Needs</b>	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
<b>Special External Features</b>	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____

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**My Research about a Plant**

Name \_\_\_\_\_

Plant I chose -	Where it lives (habitat) –	It's needs –
Unique characteristics (external features) –	Would you want to own this plant? Why or why not?	

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<b>Subject:</b> Science	<b>2009</b>	<b>Grade Level – 1st</b>
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**Our Plants – Group Chart**

Names \_\_\_\_\_

Plant				
Habitat				
Needs				
Special External Features				

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**Growing a Plant – Our predictions**

Names \_\_\_\_\_

Soil Needs				
Moisture Needs				
Light Needs				
Container Needs				

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### Growing a Plant – My Observations

Name \_\_\_\_\_

	Week 1	Week 2	Week 3	Week 4
Growth				
External features				
Changes I need to make				
Questions I have...				

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Comparing Living Things

**Plant** \_\_\_\_\_

Name \_\_\_\_\_

**Animal** \_\_\_\_\_

