

# Old Town School Department's Science Curriculum

Topic, Unit, Theme or Process \_\_\_\_\_ Grade Level/Course 1 Page \_\_\_\_\_

Essential Understanding \_\_\_\_\_

Essential Question \_\_\_\_\_

Maine LEARNING RESULTS Links (Standard and PI)	Introduce (I) Mastery (M) or Review (R)	Activities	Resources	Assessments
<p><b>A1 Systems</b></p> <p><b>Students recognize that parts work together, and make up whole man-made and natural objects.</b></p> <p><input type="checkbox"/> a. Explain that most man-made and natural objects are made of parts.</p> <p><input type="checkbox"/> b. Explain that when put together, parts can do things they could not do separately.</p>				

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<p><b>A2 Models</b></p> <p><b>Students identify <i>models</i> and the objects they represent to learn about their features.</b></p> <p><input type="checkbox"/> b. Use a <i>model</i> as a tool to describe the motion of objects or the features of plants and animals.</p>				

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<p><b>A3 Constancy &amp; Change</b></p> <p><b>Students observe that in the physical setting, the living environment, and the technological world some things change over time and some things stay the same.</b></p> <p><input type="checkbox"/> a. Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same.</p>				

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<p><b>A4 Scale</b></p> <p><b>Students observe differences in scale.</b></p> <p><input type="checkbox"/> a. Compare significantly different sizes, weights, ages, and speeds of objects.</p>				

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<p><b>B1 Skills and Traits of Scientific Inquiry</b></p> <p><b>Students conduct and communicate results of simple investigations.</b></p> <p><input type="checkbox"/> a. Ask questions and make observations about objects, organisms, and events in the environment.</p> <p><input type="checkbox"/> b. Safely conduct simple investigations to answer questions.</p> <p><input type="checkbox"/> c. Use simple instruments with basic units of measurement to gather data and extend the senses.</p> <p><input type="checkbox"/> d. Know what constitutes evidence that can be used to construct a reasonable explanation.</p> <p><input type="checkbox"/> e. Use writing, speaking, and drawing to communicate investigations and explanations.</p>				

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<p><b>B2 Skills and Traits of Technological Design</b></p> <p><b>Students use a simple design process and basic tools and materials to solve a problem or create a product.</b></p> <p><input type="checkbox"/> a. Describe a design problem in their own words.</p> <p><input type="checkbox"/> d. Judge how well a product or design solved a problem.</p> <p><input type="checkbox"/> e. Present a design or solution to a problem using oral, written, or pictorial means of communication.</p>				

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<p><b>C2 Understanding about Science and Technology</b></p> <p><b>Students recognize that people have always engaged in science and technology and that there is a difference between the natural and designed worlds.</b></p> <p><input type="checkbox"/> b. Distinguish between objects that occur in nature and objects that are man-made.</p>				



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Essential Understanding Weather changes daily and through the seasons.

Essential Question What are ways the Earths weather, or surface materials change?

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<p><b>D2 Earth</b></p> <p><b>Students describe Earth's weather and surface materials and the different ways they change.</b></p> <p><input type="checkbox"/> a. Explain that the sun warms the air, water, and land.</p> <p><input type="checkbox"/> b. Describe the way in which weather changes over months.</p> <p><input type="checkbox"/> c. Describe what happens to water left in an open container as compared to water left in a closed container.</p>	<p style="text-align: center;">I</p> <p style="text-align: center;">I</p> <p style="text-align: center;">I</p>	<p>Daily calendar, guessing temperature and recording temperature</p> <p>Keeping a graph over the year of the temperature</p> <p>FOSS Kit-evaporating water after mixing solids and liquids</p> <p><i>*We could add a closed container to compare the difference</i></p>	<p>Thermometer used at calendar time</p> <p>Solids and liquids FOSS Kit</p>	



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Essential Understanding Animals and plants have similarities and differences

Essential Question How are plants and animals different and how do they change over their lifetime?

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<p><b>E1 Biodiversity</b></p> <p><b>Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.</b></p> <p><input type="checkbox"/> a. Describe similarities and differences in the way plants and animals look and the things that they do.</p> <p><input type="checkbox"/> b. Describe some features of plants and animals that help them live in different environments.</p> <p><input type="checkbox"/> c. Describe how organisms change during their lifetime.</p>	<p style="text-align: center;">I</p> <p style="text-align: center;">I</p> <p style="text-align: center;">I</p>	<p>Comparing dinosaurs Comparing apples &amp; pumpkins</p> <p>Comparing different dinosaurs</p> <p>Hatching chicks observation</p>	<p>Non-fiction books models Field trip to apple orchard</p> <p>Non-fiction books</p> <p>Non-fiction books</p>	

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Essential Understanding Animals use plants and other animals to survive.

Essential Question How do animals depend on each other or their environment in order to live?

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<p><b>E2 Ecosystems</b></p> <p><b>Students understand how plants and animals depend on each other and the environment in which they live.</b></p> <p><input type="checkbox"/> a. Explain that animals use plants and other animals for food, shelter, and nesting.</p>	I	Dinosaur unit	Non-fiction books	

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Essential Understanding Animals need heat, food, water, and shelter to survive

Essential Question What are basic things that animals need to survive?

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<p><b>E3 Cells</b></p> <p><b>Students describe parts and wholes of living things, their basic needs, and the structures and processes that help them stay alive.</b></p> <p>b. List the basic things that most organisms need to survive.</p>	I	<p>Chicken eggs and what they need to hatch</p> <p>Dinosaur unit</p>	<p>Hatching chicken eggs</p> <p>Non-fiction books</p>	



