

Mary Queen of Peace School  
Science Curriculum Grade 1 (2012)

<b>Subject</b> Science	<b>Grade</b> 1	<b>Unit Name</b> Matter and Energy
		<b>Author(s)</b> Broshears, Summers

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

Students will learn the properties of matter; mass and temperature.

**Understandings**

Students will measure and compare the mass of objects and order them according to mass. Students will use an equal-arm balance to weigh objects. Students will use a thermometer to compare the temperature of hot and cold objects and describe the change in temperature of an object as warmer or cooler. Students will identify the source of energy that causes an increase in the temperature of an object.

**Essential Questions**

What is the mass of an object?  
What does a thermometer measure?  
What sources increase the temperature of an object?  
What sources decrease the temperature of an object?

**Knowledge**

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Science	<b>Grade</b> 1	<b>Unit Name</b> Force and Motion
		<b>Author(s)</b> Broshears, Summers

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

The students will investigate motion.

**Understandings**

Students will compare the position of an object, describe an object's motion and compare the speeds of two moving objects. The students will identify the force required to do work and describe ways to change the motion of an object.

**Essential Questions**

Is an object to the left of or right of another object?  
Is an object's motion straight, circular, vibrating, zigzag, stopping, starting, or falling?  
Is an object faster or slower than another object?  
What is the force required to do work?  
How do you change the motion of an object?

**Knowledge**

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Science	<b>Grade</b> 1	<b>Unit Name</b> Living Organisms
		<b>Author(s)</b> Broshears, Summers

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

The students will learn the characteristics of plants and animals.

**Understandings**

Students will identify the basic needs of most animals and plants. Students will predict and investigate the growth of plants when growing conditions are altered. Students will identify and compare the physical structures of a variety of plants and animals. Students will identify the relationships between the physical structures and the functions of the structures of plants and animals.

**Essential Questions**

What are the basic needs of most animals?  
What are the basic needs of most plants?  
What will happen to a plant when the growing conditions are altered?  
What are the physical structures of most plants?  
What are the physical structures of most animals?  
What are the relationships between the physical structures and the function of those structures in most plants and animals?

**Knowledge**

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

Mary Queen of Peace School  
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<b>Subject</b> Science	<b>Grade</b> 1	<b>Unit Name</b> Interactions of Organisms with their Environments
		<b>Author(s)</b> Broshears, Summers

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

The students will learn that all living things within a community interact with one another and with their environment in order to survive.

**Understandings**

Students will identify ways man depends on plants and animals for food, clothing, and shelter.

**Essential Questions**

How does man depend on plants and animals?

**Knowledge**

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

Mary Queen of Peace School  
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<b>Subject</b> Science	<b>Grade</b> 1	<b>Unit Name</b> Interactions of the Earth's Systems
		<b>Author(s)</b> Broshears, Summers

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

The students will observe water and weather.

**Understandings**

Students will observe, measure and record weather data throughout the year. Students will compare temperatures in different locations and compare weather data observed at different times throughout the year. Students will identify patterns indicating relationships between observed weather data and weather phenomena. Students will describe ways water, both as a solid and liquid, is used in everyday activities throughout the year.

**Essential Questions**

What can be observed about the weather at different times of the year?  
Are there patterns in the weather based on temperature and season?  
In what ways do we use water as both liquid and solid in everyday activities?

**Knowledge**

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

Mary Queen of Peace School  
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<b>Subject</b> Science	<b>Grade</b> 1	<b>Unit Name</b> Impact of Science, Technology and Human Activity
		<b>Author(s)</b> Broshears, Summers

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

The students will learn about the impact of science, technology and human activity.

**Understandings**

Students will observe and identify that some objects occur in nature and others have been designed and made by people. Students will describe how tools have helped scientists make better observations.

**Essential Questions**

What objects occur in nature and what objects have been made by man?  
What tools have helped scientists make better observations?

**Knowledge**

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**