

First Grade Science
YEAR AT A GLANCE - LISD External

The order in which modules are taught depends on the campus's module rotation.

Unit Name	Fur, Feet, Feathers, and Fins	It Depends	Pushes and Pulls	Weather (WE), Water (WA), and Earth (EM)
Timeframe (<i>from EUS</i>)	4.5 weeks/24 days (30 min/class)	4.5 weeks/24 days (30 min/class)	7 weeks/ 35 days (30 min/class)	6 Weeks/ 30 days (30 min/class)
Overview	In this unit, students are asked to help a zoo create an exhibit for a new animal. To solve the problem, students investigate the external characteristics of animals and how they are related to where animals live, how animals move, and what animals eat. They will observe and record life cycles of animals and compare ways young resemble their parents.	In this unit, students classify living and nonliving things and analyze the interdependence between plants and animals through a terrarium environment. Students compare the parts of plants and explore how energy is transferred through the food chain.	Throughout this module, students study the anchor phenomenon—tugboats moving cargo ships—and build an answer to the Essential Question: How do tugboats move cargo ships through a harbor? As students focus on two concepts, they build a model that represents the movement of tugboats and cargo ships through New York Harbor. Students develop an understanding of what makes objects start to move, how pushes and pulls can change the way objects move, and what happens when two objects bump into each other. By the end of the module, students use their knowledge of pushes and pulls to explain the anchor phenomenon, and they apply learned concepts to a new context in an End-of-Module Assessment. As a result of these experiences, students begin to develop an enduring understanding that pushes and pulls can start, stop, and redirect an object's movement.	Weather Throughout the Spotlight Lessons on weather conditions, students explore the Essential Question: How can weather data help us make daily choices? Throughout the lessons, students collect local weather data for four weather condition categories: temperature, cloud cover, wind, and rain or snow. Students use illustrations and text from <i>Pond</i> by Jim LaMarche (2016) to make sense of changing weather conditions as they build their understanding of seasons throughout the lessons. Students begin to develop their understanding of how weather conditions can change and how these changes are part of seasonal patterns. Water Throughout these lessons, students explore how humans use water to meet their daily needs to answer the Essential Question: How do humans depend on natural sources of water? Students compare the properties of natural sources of water and investigate how moving water can carry rocks and soil and can change

				some properties of water bodies. The lessons conclude with an assessment during which students apply their knowledge of water protection and conservation to explain why humans create water bodies. Earth Materials Throughout the lessons on Earth Materials, students explore how humans use natural resources, like rocks, soil, and water, to answer the Essential Question: How do people in Mata Ortiz make pottery? Students investigate the effects of heat on objects and materials to identify the application of heat in the process of making pottery. The lessons conclude with an assessment during which students apply their knowledge of the properties and components of soil to explain how adobe bricks are made from similar materials to, and by similar processes as, Mata Ortiz pottery.
<u>Content TEKS</u>	1.10(A), 1.10(C), 1.10(D)	1.9(A), 1.9(B), 1.9(C), 1.10(A), 1.10(B)	1.6(A), 1.6(C), 1.7 (A), 1.7 (B)	1.6(A), 1.6(B), 1.8(A), 1.8(B), 1.9, 1.10(A), 1.10(B), 1.10(C), 1.10(D), 1.11(A), 1.11(B), 1.11(C)
<u>SEP TEKS</u>	1.2(A), 1.2(B), 1.2(C), 1.2(D), 1.2(E), 1.3(A), 1.3(B), 1.3(C), 1.4(A), 1.4(B)	1.2(A), 1.2(B), 1.2(C), 1.2(D), 1.2(E), 1.3(A), 1.3(B), 1.4(A)	1.1(A), 1.1 (B), 1.1(C), 1.1(D), 1.1(E), 1.1(F), 1.1(G), 1.2 (A), 1.2(B), 1.2(C), 1.2(D), 1.3(A), 1.3(B), 1.3(C), 1.4(A), 1.4(B)	1.1(A), 1.1(B), 1.1(C), 1.1(D), 1.1(E), 1.1(F), 1.1(G), 1.2(A), 1.2(B), 1.2(C), 1.3(A), 1.3(B), 1.3(C), 1.4(C)
<u>RTC TEKS</u>			1(A), 1(B), 1(C), 1(F)	1(A), 1(B), 1(C), 1(D), 1(E), 1(G)
Resources	Leander ISD Fur, Feet, Feathers, and Fins Science Module	Leander ISD It Depends Science Module	Great Minds, PhD Science	