

FAME Public Charter School

Scope and Sequence: Grade First

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Subject/Unit Title: Science				
Estimated Time Frame (#of Days): 50 days				
Unit A: Survival of Living Things				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
1. Living and Nonliving Things 6 Days	Lesson 1: How Do My Senses Help Me Learn?	1. Identify the five senses. 2. Explain how the five senses help us learn.	4.a: Draw pictures that portray some features of the thing being described. 4.b: Record observations and data with pictures, numbers, or written statements. 4.c: Record observations on a bar graph.	Workbook
	Lesson 2: What Are Living and Nonliving Things?	1. Distinguish between living organisms and nonliving objects. 2. Compare living organisms and nonliving objects.	2.b: Students know both plants and animals need water, animals need food, and plants need light. 2.e: Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. 4.a: Draw pictures that portray some features of the thing being described. 4.b: Record observations and data with pictures, numbers, or written statements. 4.d: Describe the relative position of	Workbook

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			objects by using two references (e.g., above and next to, below and left of).	
	Chapter Review	<ol style="list-style-type: none"> 1. Identify the senses a doctor uses in his or her job. 2. Recognize that people are living things who grow. 3. Review chapter concepts. 	<p>2.b: Students know both plants and animals need water, animals need food, and plants need light.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	Chapter Test
2. All About Plants 9 Days	Lesson1: What Are the Parts of a Plant?	<ol style="list-style-type: none"> 1. Identify the basic parts of plants and their functions. 2. Observe and compare plants. 	<p>2.e: Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements</p> <p>4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	Workbook

	Lesson 2: How Do Plants Grow?	<p>1. Identify the basic parts of a seed.</p> <p>2. Recognize that a seed grows into a plant.</p>	<p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	Workbook
	Lesson 3: What Do Plants Need?	<p>1. Identify that plants need light, air, and water.</p> <p>2. Communicate observations about growth.</p>	<p>2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</p> <p>2.b: Students know both plants and animals need water, animals need food, and plants need light.</p> <p>2.e: Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	Workbook

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			4.c: Record observations on a bar graph.	
	Chapter Review	<ol style="list-style-type: none"> 1. Recognize that science skills are used by artists. 2. Measure the growth of plants. 3. Review chapter concepts. 	<p>2.b: Students know both plants and animals need water, animals need food, and plants need light.</p> <p>2.e: Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.c: Record observations on a bar graph.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p>	Chapter Test
3. All About Animals 18 Days	Lesson 1: What Do Animals Need?	<ol style="list-style-type: none"> 1. Observe that animals need food, water, air and a place to live to survive. 2. Identify characteristics of living organisms that allow their 	2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of	Workbook

		<p>basic needs to be met.</p>	<p>places.</p> <p>2.b: Students know both plants and animals need water, animals need food, and plants need light.</p> <p>2.c: Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.</p> <p>2.d: Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p>	
	<p>Lesson 2: What Are Some Kinds of Animals?</p>	<p>1. Identify different ways to group animals.</p> <p>2. Recognize that animals can be sorted according to their characteristics and parts.</p>	<p>2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</p>	<p>Workbook</p>

			<p>2.d: Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.c: Record observations on a bar graph.</p>	
	Lesson 3: What Are Insects?	<p>1. Recognize the parts of an insect.</p> <p>2. Identify the characteristics of an insect that allows its basic needs to be met.</p>	<p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.c: Record observations on a bar graph.</p> <p>4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	Workbook
	Lesson 4: How Do Animals Grow?	<p>1. Observe and record changes in the life cycles of mammals and birds.</p> <p>2. Compare the way young mammals and birds depend on their parents for their basic</p>	<p>2.b: Students know both plants and animals need water, animals need food, and plants need light.</p> <p>4.a: Draw pictures that portray some</p>	Workbook

		needs.	<p>features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p>	
	<p>Lesson 5: How Does a Butterfly Grow?</p>	<p>1. Observe and record changes in the life cycle of a butterfly.</p> <p>2. Identify the characteristics of a butterfly that allow its basic needs to be met.</p>	<p>2.c: Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p> <p>4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	

	Lesson 6: How Does a Frog Grow?	<ol style="list-style-type: none"> 1. Observe and record changes in the life cycle of a frog. 2. Identify characteristics of a frog that allow its basic needs to be met. 	4.b: Record observations and data with pictures, numbers, or written statements.	
	Chapter Review	<ol style="list-style-type: none"> 1. Recognize that frogs go through different stages and move in certain ways. 2. Identify symmetry. 3. Review chapter concepts. 	<p>2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</p> <p>2.b: Students know both plants and animals need water, animals need food, and plants need light.</p> <p>4.c: Record observations on a bar graph.</p>	Chapter Test
4. Plants and Animals Need One Another Day 9	Lesson 1: How Do Animals Need Plants?	<ol style="list-style-type: none"> 1. Give examples of ways animals depend on plants for their basic needs. 2. Identify characteristics of animals that allow their basic needs to be met. 	<p>2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</p> <p>2.b: Students know both plants and animals need water, animals need food, and plants need light.</p> <p>2.c: Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter</p>	

			<p>and nesting.</p> <p>2.d: Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).</p> <p>2.e: Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p> <p>4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	
	<p>Lesson 2: How Do Animals Help Plants?</p>	<p>1. Identify characteristics of plants and animals that allow them to meet their needs.</p> <p>2. Compare ways that plants depend on animals to help</p>	<p>2.b: Students know both plants and animals need water, animals need food, and plants need light.</p>	

		them meet their needs.	<p>2.e: Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p> <p>4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	
	Lesson 3: How Do We Need Plants and Animals?	<ol style="list-style-type: none"> 1. Give examples of ways people depend on plants and animals for their basic needs. 2. Sort plant and animal products according to whether they come from plants or animals. 	<p>2.c: Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	
	Chapter Review	<ol style="list-style-type: none"> 1. Identify healthful snacks and measure and mix plant products. 2. Recognize that customs are an important part of a person’s culture. 3. Review chapter concepts. 	<p>2.c: Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.</p> <p>4.a: Draw pictures that portray some</p>	

			<p>features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p>	
<p>5. A Place to Live 8 Days</p>	<p>Lesson 1: What Lives in a Forest?</p>	<p>1. Describe how plants and animals that live in a forest find what they need to survive.</p> <p>2. Recognize that plants and animals have characteristics that help them live in a forest.</p>	<p>2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</p> <p>2.c: Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.</p> <p>2.e: Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p>	

			4.c: Record observations on a bar graph.	
	Lesson 2: What Lives in the Desert?	<p>1. Recognize that plants and animals that live in a desert find the conditions they need to survive.</p> <p>2. Give examples of the characteristics that help plants and animals live in a desert.</p>	<p>2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</p> <p>2.b: Students know both plants and animals need water, animals need food, and plants need light.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	
	Lesson 3: What Lives in a Rain Forest?	<p>1. Recognize that plants and animals that live in a rain forest find what they need to survive.</p> <p>2. Identify characteristics of plants and animals that help them live in a rain forest.</p>	<p>2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</p> <p>2.c: Students know animals eat plants or other animals for food and may also use</p>	

			<p>plants or even other animals for shelter and nesting.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p>	
	<p>Lesson 4: What Lives in the Ocean?</p>	<p>1. Recognize that plants and animals that live in the ocean find the conditions they need to survive.</p> <p>2. Identify the features that plants and animals have that help them live in the ocean.</p>	<p>2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</p> <p>2.c: Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	
	<p>Chapter Review</p>	<p>1. Identify patterns of leaves.</p> <p>2. Identify what a career as a marine biologist involves.</p> <p>3. Review chapter concepts.</p>	<p>2.a: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of</p>	

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			<p>places.</p> <p>2.b: Students know both plants and animals need water, animals need food, and plants need light.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	
Unit Project and Wrap Up				
Subject/Unit Title: Earth Science				
Estimated Time Frame (#of Days): 23 days				
Unit B: Weather and the Seasons				
Chapter Title				Lesson Title
1. Measuring Weather	Lesson 1: What Is Weather?	<p>1. Recognize that weather is the condition of the air outside.</p> <p>2. Observe and record</p>	<p>3.a: Students know how to use simple tools (e.g., thermometer,</p>	Workbook

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<p>11 days</p>		<p>weather changes from day to day.</p>	<p>wind vane) to measure weather conditions and record changes from day to day and across the seasons.</p> <p>3.b: Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.c: Record observations on a bar graph.</p> <p>4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	
	<p>Lesson 2: What is Temperature?</p>	<p>1. Use a thermometer to collect and record information about weather. 2. Identify patterns in</p>	<p>3.a: Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather</p>	<p>Workbook</p>

		<p>temperature changes related to weather.</p>	<p>conditions and record changes from day to day and across the seasons.</p> <p>3.b: Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.c: Record observations on a bar graph.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p> <p>4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	
	<p>Lesson 3: What is Wind?</p>	<p>1. Recognize that wind is moving air.</p>	<p>3.a: Students know how to use simple tools (e.g., thermometer,</p>	<p>Workbook</p>

		<p>2. Observe changes in wind direction and speed.</p>	<p>wind vane) to measure weather conditions and record changes from day to day and across the seasons.</p> <p>3.b: Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	
	<p>Lesson 4: What Makes Clouds and Rain?</p>	<p>1. Recognize that clouds form when warm air meets cooler air.</p> <p>2. Recognize that rain forms when water drops in clouds.</p>	<p>3.b: Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.a: Draw pictures that portray</p>	

			<p>some features of the thing being described.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p>	
	<p>Chapter Review</p>	<ol style="list-style-type: none"> 1. Measure and compare temperature in one place and observe how much it changes. 2. Observe weather patterns and make up a weather saying about it. 3. Review chapter concepts. 	<p>3.a: Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.</p> <p>3.b: Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data</p>	<p>Chapter Test</p>

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			<p>with pictures, numbers, or written statements.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p>	
<p>2. The Seasons</p> <p>12 days</p>	<p>Lesson 1: What is Spring?</p>	<p>1. Recognize that spring is the season that follows winter.</p> <p>2. Observe and record changes in weather from winter to spring.</p>	<p>3.b: Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.c: Record observations on a bar graph.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p>	<p>Workbook</p>
	<p>Lesson 2: What is</p>	<p>1. Recognize that summer is</p>	<p>3.a: Students know how to use</p>	<p>Workbook</p>

	<p>Summer?</p>	<p>the season that follows spring. 2. Observe and record changes in weather from spring to summer.</p>	<p>simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.</p> <p>3.b: Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements</p>	
	<p>Lesson 3: What is Fall?</p>	<p>1. Recognize that fall is the season that follows summer. 2. Observe and record changes in weather from summer to fall.</p>	<p>3.b: Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>3.c: Students know the sun warms</p>	<p>Workbook</p>

			<p>the land, air, and water.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	
	<p>Lesson 4: What is Winter?</p>	<p>1. Recognize that winter is the season that follows fall.</p> <p>2. Observe and record changes in weather from fall to winter.</p>	<p>3.b: Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.e: Make new observations when discrepancies exist between two</p>	

			descriptions of the same object or phenomenon.	
	Chapter Review	<ol style="list-style-type: none"> 1. Recognize how the process skill observe is used by people in art. 2. Use a bar graph to find out about changes in rainfall. 3. Review chapter concepts. 	<p>1.b: Students know the properties of substances can change when the substances are mixed, cooled, or heated.</p> <p>3.a: Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.</p> <p>3.b: Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	Chapter Test

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			4.c: Record observations on a bar graph.	
Unit Project and Wrap Up				
Subject/Unit Title: Physical Science				
Estimated Time Frame (#of Days): 27 days				
Unit C: Matter and Energy				
Chapter Title				Lesson Title
1 Investigate Matter 18 days	Lesson 1: What Can We Observe About Solids?	1. Recognize that everything around us is matter. 2. Observe and describe the properties of solids.	1.a: Students know solids, liquids, and gases have different properties. 4.a: Draw pictures that portray some features of the thing being described. 4.b: Record observations and data with pictures, numbers, or written statements. 4.c: Record observations on a bar graph.	Workbook

			4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.	
	Lesson 2: What Can We Observe About Liquids?	<ol style="list-style-type: none"> 1. Recognize that liquid is matter that flows. 2. Observe and describe the properties of liquids. 	<p>1.a: Students know solids, liquids, and gases have different properties.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	Workbook
	Lesson 3: What Objects Sink or Float?	<ol style="list-style-type: none"> 1. Recognize that some objects sink and others float in water. 	<p>1.a: Students know solids, liquids, and gases have different</p>	Workbook

		<p>2. Recognize that objects can be described in terms of their floating and sinking properties.</p>	<p>properties.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	
	<p>Lesson 4: What Can We Observe About Gases?</p>	<p>1. Recognize that gas is matter that fills and takes the shape of the container it is in.</p> <p>2. Observe and describe the properties of gases.</p>	<p>1.a: Students know solids, liquids, and gases have different properties.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	
	<p>Lesson 5: How Can We Change Objects?</p>	<p>1. Recognize that things can be done to solid matter to change its properties.</p> <p>2. Observe and describe the behavior of solid matter when we do things to change it.</p>	<p>1.b: Students know the properties of substances can change when the substances are mixed, cooled, or heated.</p> <p>4.b: Record observations and data with pictures, numbers, or written</p>	

			<p>statements.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p>	
	<p>Lesson 6: What Happens When Objects Are Taken Apart?</p>	<p>1. Recognize that many objects are made of parts. 2. Observe and describe ways that parts, when put together, behave differently than when they are separate.</p>	<p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	
\	<p>Chapter Review</p>	<p>1. Recognize that knowledge about science is used in art. 2. Determine how shape and weight make an object sink or float. 3. Review chapter concepts.</p>	<p>1.a: Students know solids, liquids, and gases have different properties.</p> <p>1.b: Students know the properties of substances can change when the substances are mixed, cooled, or heated.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p>	<p>Chapter Test</p>

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<p>2. Heat and Light</p> <p>9 days</p>	<p>Lesson 1: What is Heat?</p>	<p>1. Observe that the sun is a source of heat that warms Earth’s land, air and water.</p> <p>2. Recognize that other sources of heat include fire and rubbing two things together.</p>	<p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.c: Record observations on a bar graph.</p>	<p>Workbook</p>
	<p>Lesson 2: How Does Heat Change Matter?</p>	<p>1. Observe and record what heat can do to water.</p> <p>2. Identify ways that heat causes changes in solids, liquids and gases.</p>	<p>1.b: Students know the properties of substances can change when the substances are mixed, cooled, or heated.</p> <p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and</p>	<p>Workbook</p>

			left of).	
	Lesson 3: What is Light?	<p>1. Recognize that the sun, fire, and electric bulbs are sources of light.</p> <p>2. Use a prism to observe the colors in light.</p>	<p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.d: Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p> <p>4.e: Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	
	Lesson 4: What Can Light Do?	<p>1. Recognize that light moves in a straight line.</p> <p>2. Observe and record what happens when light reflects (bounces) and refracts (bends).</p>	<p>4.a: Draw pictures that portray some features of the thing being described.</p> <p>4.b: Record observations and data with pictures, numbers, or written</p>	

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			statements.	
	Chapter Review	<ol style="list-style-type: none"> 1. Recognize that science skills are used in a variety of careers. 2. Measure shadows as a way to investigate what affects shadow size. 3. Review chapter concepts. 	<p>1.b: Students know the properties of substances can change when the substances are mixed, cooled, or heated.</p> <p>3.c: Students know the sun warms the land, air, and water.</p> <p>4.b: Record observations and data with pictures, numbers, or written statements.</p> <p>4.c: Record observations on a bar graph.</p>	Chapter Test
Unit Project and Wrap Up				
Subject/Unit Title: Science				
Estimated Time Frame (#of Days): 20 days				
Unit Extension Chapters				
Chapter Title				Lesson Title
	Lesson 1: What	1. Recognize that a force is a		Workbook

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1. Pushes and Pulls 11 days	Makes Things Move?	push or a pull. 2. Observe and describe what pushes and pulls can do.		
	Lesson 2: What Are Some Ways Things Move?	1. Recognize that objects move in different ways. 2. Observe and describe different kinds of movement.		Workbook
	Lesson 3: Why Do Things Move the Way They Do?	1. Recognize that motion involves moving from one place to another. 2. Recognize that the size of a change of motion is related to the strength of the push or pull.		Workbook
	Lesson 4: How Do Objects Move on Surfaces?	1. Recognize that friction is a force that makes it harder to move things. 2. Observe that the motion of objects can be changed by the amount of friction acting upon them.		
	Lesson 5: How Do Wheels Help Objects Move?	1. Recognize that a wheel is a roller that turns on an axle. 2. Recognize that rollers and wheels can be used to make things easier to push or pull.		
	Chapter Review	1. Recognize how understand forces is necessary in some careers. 2. Recognize how pushing and pulling can be used to		Chapter Test

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		score points in a game. 3. Review chapter concepts.		
2. Magnets 9 days	Lesson 1: What Are Magnets?	1. Recognize that a magnet is a piece of iron that attracts objects with iron in them. 2. Observe how the magnetic force works and its different uses.		Workbook
	Lesson 2: What Are the Poles of a Magnet?	1. Observe that a magnet has two different poles. 2. Recognize that a magnet’s pulling force is strongest at the poles.		Workbook
	Lesson 3: What Can a Magnet Pull Through?	1. Recognize that magnetic force can pass through some things to attract iron objects. 2. Observe that magnetic force gets weaker as distance increases from the magnet.		Workbook
	Lesson 4: How Can You Make a Magnet?	1. Recognize that a magnet can magnetize things it attracts. 2. Compare the strength of different magnets.		
	Chapter Review	1. Recognize that different magnets have different strengths. 2. Understand that magnets are essential tools for many travelers. 3. Review chapter concepts.		Chapter Test