

Content Integration 2014-15



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CONTENT INTEGRATION (SOCIAL STUDIES & SCIENCE) CURRICULUM MAP CANYONS SCHOOL DISTRICT

Curriculum Mapping Purpose

Canyons School District's Content Integration curriculum maps are standards-based maps driven by the Utah Core Standards. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there.

Curriculum Maps are a tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instruction and targets critical information
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies
- **SCAFFOLDED INSTRUCTION AND GROUPING STRUCTURES:** The organization of a scaffolded classroom includes whole group, small group (e.g., teacher-led skill-based, cooperative learning), partner, and independent work where students are provided support towards mastery. As students assume more responsibility for the learning, gradual support is decreased in order to shift the responsibility for learning from the teacher to the students.

General Instructions

Pacing

This curriculum map provides guidance for intertwining the Utah Core Standards for Social Studies and Science with the Reading Street content. Following the map will allow students to access all core standards by the end of the year. To support students' mastery of the standards, a scope and sequence was developed to address content areas. Attending to these standards will allow teachers to focus instruction for the given unit and better assess students' understanding of each standard.

Units

The scope and sequence was correlated to the Reading Street Unit Theme and Question where applicable. There are six units that are to be covered over the course of the school year. Each unit represents six weeks of instruction. In most cases, there are science and social studies standards that are taught in each unit.

Content Integration Instruction

During the Science and Social Studies content integration block, students will have the opportunity to learn about and experience science and social studies as directed by the Utah State Core curriculum. "Elementary school students learn science and social studies best when; they are involved in first-hand exploration and investigation and inquiry/process skills are nurtured, instruction builds directly on the student's conceptual framework, and when mathematics and communication skills are an integral part of instruction."

The Content integration time in the ELA Block deals with integration of science and social studies content to understand key concepts, principles, generalizations, and theories through the integration of the English Language Arts Standards. The Utah Core states: "By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success."

Optimally, this portion of the day involves students reading, writing, listening and speaking about the topics they are learning about in science and social studies instruction time. Teachers can use this time to provide background knowledge and learning activities to prepare their students for their Science/Social Studies instruction. Ideas and resources for integration can be found in your Content Integration Map.

Scheduling Suggestions

Ideally, the Science and Social Studies block will be schedule back-to-back with the Content Integration time in the ELA block for a fluid flow from building background knowledge in the ELA block to the experiential learning in the Science and Social Studies block.

Suggested Unit Resources

The resources listed in the maps come mainly from the Utah State Office of Education and are created by Utah teachers.

1st Grade Content Integration
Scope & Sequence

	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit Theme	My World	Animals, Tame & Wild	Communities	Change	Treasures	Great Ideas
Unit Question	What is all around me?	How are people and animals important to one another?	What is a community?	What is changing in our world?	What do we treasure?	What difference can a great idea make?
Science Core	Begin Standard 4.1: Standard 4.1: Communicate observations about the similarities and differences between offspring and between populations	Continue Standard 4.1: Communicate observations about the similarities and differences between offspring and between populations Standard 4.2: Observe how living things change and depend upon their environment to satisfy their basic needs.	Standard 2.1: Investigate the natural world including rocks, soil, and water.	Standard 2.2: Observe and describe changes in the appearance of the sun and moon during daylight.	Standard 2.3: Compare and contrast the seasonal weather changes.	Standard 3.1: Analyze changes in the movement of non-living things. Standard 3.2: Analyze objects and record their properties.
Social Studies Core	N/A	N/A	Standard 1: Students will recognize and describe how schools and neighborhoods are both similar and different.	Standard 2: Students will recognize their roles and responsibilities in the school and in the neighborhood.	Standard 3: Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world.	Standard 4: Students will describe the economic choices people make to meet their basic economic needs.

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Unit R: My World Reading Street Big Question: What is all around me?

Content	Social Studies	Science		
Essential Question		What are characteristics of living things, and how do they resemble their parents?		
Content Standards		<p>Standard 4.1: Communicate observations about the similarities and differences between offspring and between populations</p> <ul style="list-style-type: none"> a. Communicate observations about plants and animals, including humans, and how they resemble their parents. b. Analyze the individual similarities and differences within and across larger groups. <p>Standard 4.2: Observe how living things change and depend upon their environment to satisfy their basic needs.</p> <ul style="list-style-type: none"> a. Make observations of living things and their environment using the five senses. b. Identify how natural earth materials, e.g. food, water, air, light, and space, help to sustain plant and animal life. c. Describe and model life cycles of living things. 		
Essential Vocabulary		Populations, similarities, differences, life cycle, offspring, need, environment, investigate		
Suggested Unit Resources	N/A	<p>UEN Links: K-2 Interactives: http://www.uen.org/k-2interactives/ Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010</p>		
Explicit Ties to Reading Street		N/A		
Reading Street Online Readers		<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> The Dog (L120) Carlos Picks A Pet (L300) Do Not Go Near (G1) Baby Animals in the Rain Forest (L390) We See Animals (L100) Which Fox? (G1) Who Lives Here (G1) At your Vet (L80) What Animals Can You See? (L90) Carry and the Wildlife Shelter (L360) Wild Animals (L70) Which Animals Will We See? (G1) </td> <td style="width: 50%; border: none; vertical-align: top;"> Gardens Change (L100) In My Room (L110) Plant and Animal Parts (L260) All Animals have Life Cycles (L480) How things Move (L300) Life Cycles (L160) How Living Things Grow and Change (L320) Egg to Owl (L530) Animal Groups (L510) Animal Eggs (L680) A Fantastic Field Trip (L700) Around the World (L510) </td> </tr> </table>	The Dog (L120) Carlos Picks A Pet (L300) Do Not Go Near (G1) Baby Animals in the Rain Forest (L390) We See Animals (L100) Which Fox? (G1) Who Lives Here (G1) At your Vet (L80) What Animals Can You See? (L90) Carry and the Wildlife Shelter (L360) Wild Animals (L70) Which Animals Will We See? (G1)	Gardens Change (L100) In My Room (L110) Plant and Animal Parts (L260) All Animals have Life Cycles (L480) How things Move (L300) Life Cycles (L160) How Living Things Grow and Change (L320) Egg to Owl (L530) Animal Groups (L510) Animal Eggs (L680) A Fantastic Field Trip (L700) Around the World (L510)
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Unit 1: Animals, Tame & Wild				
Reading Street Big Question: How are people and animals important to one another?				
Content	Social Studies	Science		
Essential Question		What are characteristics of living things, and how do they resemble their parents?		
Content Standards		<p>Standard 4.1: Communicate observations about the similarities and differences between offspring and between populations</p> <ul style="list-style-type: none"> a. Communicate observations about plants and animals, including humans, and how they resemble their parents. b. Analyze the individual similarities and differences within and across larger groups. <p>Standard 4.2: Observe how living things change and depend upon their environment to satisfy their basic needs.</p> <ul style="list-style-type: none"> a. Make observations of living things and their environment using the five senses. b. Identify how natural earth materials, e.g. food, water, air, light, and space, help to sustain plant and animal life. c. Describe and model life cycles of living things. 		
Essential Vocabulary		Populations, similarities, differences, life cycle, offspring, need, environment, investigate		
Suggested Unit Resources	N/A	<p>UEN Links: K-2 Interactives: http://www.uen.org/k-2interactives/ Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010</p>		
Explicit Ties to Reading Street		N/A		
Reading Street Online Readers		<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> The Dog (L120) Carlos Picks A Pet (L300) Do Not Go Near (G1) Baby Animals in the Rain Forest (L390) We See Animals (L100) Which Fox? (G1) Who Lives Here (G1) At your Vet (L80) What Animals Can You See? (L90) Carry and the Wildlife Shelter (L360) Wild Animals (L70) Which Animals Will We See? (G1) </td> <td style="vertical-align: top; width: 50%;"> Gardens Change (L100) In My Room (L110) Plant and Animal Parts (L260) All Animals have Life Cycles (L480) How things Move (L300) Life Cycles (L160) How Living Things Grow and Change (L320) Egg to Owl (L530) Animal Groups (L510) Animal Eggs (L680) A Fantastic Field Trip (L700) Around the World (L510) </td> </tr> </table>	The Dog (L120) Carlos Picks A Pet (L300) Do Not Go Near (G1) Baby Animals in the Rain Forest (L390) We See Animals (L100) Which Fox? (G1) Who Lives Here (G1) At your Vet (L80) What Animals Can You See? (L90) Carry and the Wildlife Shelter (L360) Wild Animals (L70) Which Animals Will We See? (G1)	Gardens Change (L100) In My Room (L110) Plant and Animal Parts (L260) All Animals have Life Cycles (L480) How things Move (L300) Life Cycles (L160) How Living Things Grow and Change (L320) Egg to Owl (L530) Animal Groups (L510) Animal Eggs (L680) A Fantastic Field Trip (L700) Around the World (L510)
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Unit 2: Communities Reading Street Big Question: What is a Community

Content	Social Studies	Science
Essential Question	How do people in my school and neighborhood help me?	How are rocks, soil, and water important to a community?
Content Standards	<p>Standard 1: Students will recognize and describe how schools and neighborhoods are both similar and different.</p> <p>Objective 1: Recognize and describe examples of differences within school and neighborhoods</p> <ol style="list-style-type: none"> a. Recognize differences within their school and neighborhood. b. Share stories, folk tales, art, music, and dance inherent in neighborhood and community traditions. c. Recognize and demonstrate respect for the differences within one's community (e.g. play, associations, activities, friendships). d. Recognize and describe the importance of schools and neighborhoods. <p>Objective 2 Recognize and identify the people and their roles in the school and neighborhood. Explain how these roles change over time.</p> <ol style="list-style-type: none"> a. Identify the roles of people in the school (e.g., principal, teacher, librarian, secretary, custodian, bus driver, crossing guard, and cafeteria staff). b. Explain the roles of the people in the neighborhood (e.g., police officer, firefighter, mail carrier, grocer, mechanic, plumber, miner, farmer, doctor, and tribal leader). c. List and discuss how neighborhoods change over time (e.g., new businesses, new neighbors, technology, and rural one-room schools). 	<p>Standard 2.1: Investigate the natural world including rocks, soil, and water.</p> <ol style="list-style-type: none"> a. Observe, compare, describe, and sort components of soil by size, texture, and color. b. Identify and describe a variety of natural sources of water, including streams, lakes, and oceans. c. Gather evidence about the uses of rocks, soil, and water.
Essential Vocabulary	Neighborhood, tradition, role, principal, librarian, custodian, bus driver, crossing guard, secretary, cafeteria worker, police officer, fire fighter, folk tale, respect, friend	Clay, compare, contrast , data, evidence, silt, similarity, soil, sort, texture
Suggested Unit Resources	<p>UEN Links</p> <p>K-2 Interactives: http://www.uen.org/k-2interactives/</p> <p>Lesson Plans</p> <p>http://www.uen.org/core/core.do?courseNum=6010</p>	<p>UEN Links:</p> <p>K-2 Interactives: http://www.uen.org/k-2interactives/</p> <p>Core Academy Handbooks:</p> <p>http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx</p> <p>Lesson Plans:</p> <p>http://www.uen.org/core/displayCourse.do?courseNumber=3010</p>

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<p>Explicit Ties to Reading Street</p>	<p>Week 3: Read Aloud: Too Much Trash Week 6: Main Selection: Honey Bees</p>		<p>N/A</p>
<p>Reading Street Online Readers</p>	<p>That Cat Needs Help! (L 470) Loni's Town (L470) Cary and the Wildlife Shelter (L360) At School (G1) My School (L90) Around My Neighborhood (L100) My Neighborhood (L180) Animal Helpers (L810) Community Helpers (L600) Special Animal Helpers (L690)</p>	<p>The Dog (L120) Alike, Different and Together (L510) At the Ballpark (L160) Birthdays Around the World (L580) Election Day (L210) Family Traditions & Celebrations (L770) Living in Seoul (L480) The Moon Festival (L350) Neighborhoods (BR) My Neighborhood (L120)</p>	<p>Crystals & Gems (L590) Rocks and Soil (L590) The Rocks and Soil Beneath Us (L740) Grandpa's Rock Kit (L390) I Collect Rocks (L290) On the Rocks (G1)</p>

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Unit 3: Change		
Reading Street Big Question: What is changing in our world?		
Content	Social Studies	Science
Essential Question	How can I be a responsible at school and in my neighborhood? Explain how symbols, landmarks and documents can unite you with others and help you be a responsible citizen?	How does the moon change appearance throughout the month?
Content Standards	<p>Standard 2: Students will recognize their roles and responsibilities in the school and in the neighborhood.</p> <p>Objective 1: Describe and demonstrate appropriate social skills necessary for working in a group.</p> <ol style="list-style-type: none"> a. Describe behaviors that contribute to cooperation within groups at school and in neighborhood. b. Discuss the roles and responsibilities of being a member of a group. c. Participate in a group activity modeling appropriate group behavior. d. Identify and express feelings in appropriate ways. e. Articulate how individual choices affect self, peers, and others. f. Communicate positive feelings and ideas of self (e.g. positive self image, good friend, helper, honest). g. Predict possible consequences for a variety of actions. <p>Objective 2: Identify and list responsibilities in the school and in the neighborhood.</p> <ol style="list-style-type: none"> a. Describe and practice responsible behavior inherent in being a good citizen in the school (e.g. safety, right to learn) and neighborhood. b. Explain why schools have rules, and give examples of neighborhood rules (e.g. respecting private property, reporting vandalism, and obeying traffic signs and signals). c. Demonstrate respect for others in the neighborhood (e.g. the “Golden Rule” – elements include fair play, respect for rights and opinions of others, and respect for rules). d. Participate in responsible activities that contribute to the school and neighborhood (e.g. follow teacher directions, put belongings away, participate and take turns, listen to others, share ideas, clean up litter, report vandalism, give service). e. Practice and demonstrate safety in the classroom (e.g. classroom safety procedures, fair play, playground rules). f. Practice and demonstrate safety in the neighborhood (e.g. crossing streets, avoiding neighborhood dangers.) 	<p>Standard 2.2: Observe and describe changes in the appearance of the sun and moon during daylight.</p> <ol style="list-style-type: none"> a. Observe the sun at different times during the day and report observations to peers. b. Observe and chart the moon when it is visible during the day.

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	<p>Objective 3: Name school, neighborhood, Utah state, and national symbols, landmarks, and documents.</p> <ul style="list-style-type: none"> a. Identify school symbols and landmarks (i.e. mascot, songs, events). b. Identify neighborhood and community symbols and landmarks (i.e., firehouse, city hall, churches, other landmarks, city festival). c. Identify Utah state symbols, documents, and landmarks. d. Identify national symbols, documents, and landmarks (e.g., Declaration of Independence, U.S. Constitution, Liberty Bell, Washington Monument). b. Demonstrate respect for patriotic practices and customs (e.g., Pledge of Allegiance and flag etiquette). 		
Essential Vocabulary	responsible, vandalism, private property, litter, service, landmark, custom, etiquette, cooperation, peer, consequence, Declaration of Independence, U.S. Constitution, Pledge of Allegiance, school, choice, citizen, sign, firehouse, city hall, church, festival		Identify, record, shadow, sun, moon
Suggested Unit Resources	<p>UEN Links K-2 Interactives: http://www.uen.org/k-2interactives/ Lesson Plans http://www.uen.org/core/core.do?courseNum=6010</p>		<p>UEN Links: K-2 Interactives: http://www.uen.org/k-2interactives/ Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010</p>
Explicit Ties to Reading Street	<p>Week 1: Main Selection: A Place to Play Week 2: Main Selection: Ruby in Her Own Time</p>		N/A
Reading Street Online Readers	<p>A Garden for All (L420) Rules at School (L330) School Rules (L330) On Our Street (G1) My Friends (L110) At School (G1) My School (L90) At Home (G1) Racing to Clean (G1) Hank’s Song (L270) I Can Read (L190) Ana and Her Bike (G1) Cinderella Goes to the Ball (G1) Squirrel And Bear (L400) Grasshopper and Ant (L 630) The Farmer’s Hat (G1)</p>	<p>Fun in the Sun (L130) Wild Animals (L70) Ways to Be a Good Citizen (L620) Three Kind Birds (G1) Symbols (L270) How Beth Feels (L230) How I Feel (L180) Nobunny’s Perfect (G1) Taking Care of the Earth (L730) Bess Makes a Mess (G1) Carlos Picks a Pet (L300) Helping Our World (L300) Double Trouble Twins (L450) Hubert and Frankie (L290) I Follow the Rules (L140) Jun and Pepper Grow Up (L410)</p>	<p>Space Star (L260) The Moon Festival (L350) The Moon Lady and Her Festival (L480) To The Moon (Grade 1) Day and Night Sky (L20) The Sky (L120) The Sun (L480)</p>

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	<p>Ways We Learn (L180) Fly Away Owl! (L180) Begin to Dance (G1) Special Stories (L220) The Art Show (L230) I Follow the Rules (G2) People Help the Forest (G1) Why We Have Rules (L200) How Do Rules Get Made (G1) Making Rules (L190) Rules (GK) A Garden For All (L420) We Are a Family (L180) My Family (G1) It Is Time to Get In Line (G1) Bees and Beekeepers (L570)</p>	<p>Lunchtime (G2) Marty's Summer Job (L510) My Little Brother (G1) Neighbors help Neighbors (L90) Our Dog Buster (L280) Puppy Show (G2) Rose Flies Home (G2) Time For Bed (G1) Three Little Kittens Learn a Lesson (G2) Special Buildings (L560) The Fourth of July (L390) Independence Day (L490) America's Birthday (L430) Home of the Brave (L650) Living in a Democracy (L650)</p>	
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Unit 4: Treasures Reading Street Big Question: What do we treasure?

Content	Social Studies	Science	
Essential Question	How do maps and geographic tools help me know where I live?	How does the weather throughout the year?	
Content Standards	<p>Standard 3: Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world.</p> <p>Objective 1: Identify and use geographic terms and tools.</p> <ul style="list-style-type: none"> a. Use a compass to locate cardinal directions. b. Identify the equator and north and south poles. c. Identify Utah on a variety of maps and on a globe. d. Identify the United States on a variety of maps and on a globe. <p>Objective 2: Recognize and use a map or a globe.</p> <ul style="list-style-type: none"> a. Create a map showing important sites or landmarks on a school or community (i.e. firehouse, city hall, churches). b. Locate physical features (i.e. continents, oceans, rivers, lakes, and man-made features (equator, North and South poles, Countries) on a map and on a globe. c. Identify the compass rose and cardinal directions on a map and on a globe. 	<p>Standard 2.3: Compare and contrast the seasonal weather changes.</p> <ul style="list-style-type: none"> a. Identify characteristics of the seasons of the year. b. Identify characteristics of weather, e.g., types of precipitation, sunny, windy, foggy, cloudy. c. Observe and record weather information within each season. 	
Essential Vocabulary	Compass, cardinal directions, equator, north pole, south pole, physical features, compass, landmark	Data, foggy, globe, identify, map, models, precipitation, record, season, weather	
Suggested Unit Resources	UEN Links K-2 Interactives: http://www.uen.org/k-2interactives/ Lesson Plans http://www.uen.org/core/core.do?courseNum=6010	UEN Links: K-2 Interactives: http://www.uen.org/k-2interactives/ Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010	
Explicit Ties to Reading Street	Week 3: Main Selection: A Trip to Washington D.C.	N/A	
Reading Street Online Readers	N/A	All Kinds of Weather (L130) Changes in Nature (Grade 4) Glooskap and the First Summer: An Algonquin Tale (L360) Sensational Seasons (L640) Spring Rose, Winter Bear (L170) Weather or Not (L540)	Leaves (G4) Seasons Change (G1) The Seasons Change (L 220) Seasons Come and Go (L 170) How is the Weather? (G2) Weather and Seasons (L160) Earth's Weather and Seasons

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		In the Winter (L90) All About the Weather (L340) Ready for Winter? (G1)	(L190) The Four Seasons (L300) Weather and Seasons (L160)
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Unit 5: Great Ideas		
Reading Street Big Question: What difference can a great idea make?		
Content	Social Studies	Science
Essential Question	How do goods and services help to meet my needs? How can I be responsible in making decisions about goods and services?	How do non-living things move? How can we measure properties of non-living things?
Content Standards	<p>Standard 4: Students will describe the economic choices people make to meet their basic economic needs.</p> <p>Objective 1: Explain how goods and services meet people’s needs.</p> <ul style="list-style-type: none"> a. Identify examples of goods and services in the home and in the school. b. Explain ways that people exchange goods and services. c. Explain how people earn money by working at a job. d. Explain the concept of exchanging money to purchase goods and services. <p>Objective 2: Recognize that people need to make choices to meet their needs.</p> <ul style="list-style-type: none"> a. Describe the economic choices that people make regarding goods and services. b. Describe why wanting more than a person can have requires a person to make choices. c. Identify choices families make when buying goods and services. d. Explain why people save money to buy goods and services in the future. 	<p>Standard 3.1: Analyze changes in the movement of non-living things.</p> <ul style="list-style-type: none"> a. Describe, classify, and communicate observations about the motion of objects (e.g., straight, zigzag, circular, curved, back-and-forth, and fast or slow). b. Compare and contrast the movement of objects using drawings, graphs, and numbers. c. Explain how a push or pull can affect how an object moves. <p>Standard 3.2: Analyze objects and record their properties.</p> <ul style="list-style-type: none"> a. Sort, classify, and chart objects by observable properties, (e.g. size, shape, color, and texture). b. Predict, measurable properties such as weight, temperature, and whether objects sink or float; test and record data. c. Predict, identify, and describe changes in matter when heated, cooled, or mixed with water.
Essential Vocabulary	Goods, services, exchange, earn purchase, choice, save	Motion, bar graph, observe, describe Sort, predict, classify, solid, liquid, dissolve, matter, property, mix
Suggested Unit Resources	UEN Links K-2 Interactives: http://www.uen.org/k-2interactives/ Lesson Plans http://www.uen.org/core/core.do?courseNum=6010	UEN Links: K-2 Interactives: http://www.uen.org/k-2interactives/ Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010
Explicit Ties to Reading Street	Week 3: Teacher’s Edition 129f: A Good Idea Week 5: Read Aloud: Earle Dickson and His Wonderful Invention Week 5: Big Book: Orville and Wilbur Wright Week 5: Main Selection: Alexander Graham Bell: A Great Inventor Week 5: Anthology/ Read Aloud: Boy Invents Toys Week 5: Teacher’s Edition 201f: Dawn’s Gift Week 5: Advanced Selection Read Aloud: Applause for Bendable Straws	Week 4: Sing with Me: A Box of Gadgets Week 4: Decodable Text: Roy and Joyce Join In Week 4: Big Book: Orville and Wilbur Wright Week 4: Main Selection: Simple Machines Week 4: Anthology: Mike Mulligan and His Steam Shovel

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	<p>Week 6: Main Selection: The Stone Garden Week 6: Transparency 30: Momoko's Secret Week 6: Anthology/Read aloud: Stone Soda Bread</p>	
<p style="text-align: center;">Reading Street Online Readers</p>	<p>Puppy Raiser (L420) We Can Help! (G1) Lights Out! (G1) At the Market (G1) A New Home (L630)</p>	<p>Simple Machines (L190) The Inclined Plane (L380) Simple Machines at Work (G1) Simple Machines in Compound (L470) Forces and Motion (G2) How Things Work (GK) Machines at Work (G1) Machines (L640) The Wonder of Wheels (G1) Ana and Her Bike (G1)</p>

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – *Math/Science*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, observe, & recognize facts, principles, properties Recall/ identify conversions among representations or numbers (e.g., customary and metric measures) 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Evaluate an expression Locate points on a grid or number on number line Solve a one-step problem Represent math relationships in words, pictures, or symbols Read, write, compare decimals in scientific notation 	<ul style="list-style-type: none"> Specify and explain relationships (e.g., non-examples/examples; cause-effect) Make and record observations Explain steps followed Summarize results or concepts Make basic inferences or logical predictions from data/observations Use models /diagrams to represent or explain mathematical concepts Make and explain estimates 	<ul style="list-style-type: none"> Use concepts to solve <u>non-routine</u> problems Explain, generalize, or connect ideas <u>using supporting evidence</u> Make <u>and justify</u> conjectures Explain thinking when more than one response is possible Explain phenomena in terms of concepts 	<ul style="list-style-type: none"> Relate mathematical or scientific concepts to other content areas, other domains, or other concepts Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Follow simple procedures (recipe-type directions) Calculate, measure, apply a rule (e.g., rounding) Apply algorithm or formula (e.g., area, perimeter) Solve linear equations Make conversions among representations or numbers, or within and between customary and metric measures 	<ul style="list-style-type: none"> Select a procedure according to criteria and perform it Solve routine problem applying multiple concepts or decision points Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) Construct models given criteria 	<ul style="list-style-type: none"> Design investigation for a specific purpose or research question Conduct a designed investigation Use concepts to solve non-routine problems <u>Use & show reasoning, planning, and evidence</u> Translate between problem & symbolic notation when not a direct translation 	<ul style="list-style-type: none"> Select or devise approach among many alternatives to solve a problem Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> Retrieve information from a table or graph to answer a question Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) Identify a pattern/trend 	<ul style="list-style-type: none"> Categorize, classify materials, data, figures based on characteristics Organize or order data Compare/ contrast figures or data Select appropriate graph and organize & display data Interpret data from a simple graph Extend a pattern 	<ul style="list-style-type: none"> Compare information within or across data sets or texts Analyze and <u>draw conclusions from data, citing evidence</u> Generalize a pattern Interpret data from complex graph Analyze similarities/differences between procedures or solutions 	<ul style="list-style-type: none"> Analyze multiple sources of evidence analyze complex/abstract themes Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <u>Cite evidence and develop a logical argument</u> for concepts or solutions Describe, compare, and contrast solution methods <u>Verify reasonableness of results</u> 	<ul style="list-style-type: none"> Gather, analyze, & evaluate information to draw conclusions Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	<ul style="list-style-type: none"> Brainstorm ideas, concepts, or perspectives related to a topic 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one data set, source, or text Formulate an original problem given a situation Develop a scientific/mathematical model for a complex situation 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Design a mathematical model to inform and solve a practical or abstract situation