

First Grade Science and Social Studies

	August	September	October	November	December
Essential Questions					
Content	Rules Simple Investigations	Voting Vibration Magnets	Forces on objects Solid and Liquids	Things/Parts Germany	Germany Globe Cardinal Directions
Skills	<p>1a. Demonstrate an understanding of a simple investigation by asking appropriate questions about objects, organisms, and events. (DOK 2)</p> <p>1d. Match a simple problem to a technological solution related to the problem (e.g., dull pencil – sharpener, bright light – sunglasses, hot room – fan, cold head – hat, heavy baby – stroller). (DOK 1)</p> <p>4c. Observe, identify, record, and graph daily weather conditions. (DOK 3)</p> <p>1c. Identify student responsibilities at home and school (e.g., completing homework, following procedures, etc.).</p> <p>2b. Explain the purpose/consequences of rules in the school and how and why authority is obtained.</p> <p>2c. Explain why certain civic responsibilities (e.g., <i>protocol</i> such as manners, obeying rules, courteous public behavior and studying historical figures, etc.) are important to the child, family, and school.</p> <p>2d. Recognize responsibilities of the individual (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).</p>	<p>2g. Identify vibrating objects that produce sound and classify sounds (e.g., high or low pitched, loud or soft). (DOK 1)</p> <p>2d. Differentiate between interactions of two magnets and the interaction of a magnet with objects made of iron, other metals, and nonmetals. (DOK 1)</p> <p>4g. Distinguish characteristics of each season and describe how each season merges into the next. (DOK 1)</p> <p>2a. Demonstrate the voting process (e.g., by a show of hands, secret ballot, etc.).</p>	<p>2c. Describe the effects of various forms of motion and of forces on objects. (DOK 2)</p> <ul style="list-style-type: none"> • Different forms of motion (sliding, rolling, straight line, circular, back-and-forth) • Effects that motion can produce (spilling, breaking, bending) <p>2f. Compare and classify solids and liquids. (DOK 2)</p>	<p>2a. Recognize that most things are made of parts. (DOK 1)</p> <p>1a. Discover relationships among people, places, and environments (e.g., families in the United States and Germany).</p> <p>2b. Explain the different ways that families express and transmit their values or beliefs (e.g., picture albums, videos, family stories, holiday traditions, etc.).</p> <p>3d. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For Example: Germany}, etc.).</p> <p>5a. Identify settings of read-aloud stories as geographic locations (e.g., German book of your choice, <i>Pinocchio</i>).</p> <p>5b. Identify children’s literature characters as members of various cultures (e.g., characters from German book).</p> <p>5c. Compare and contrast items from various cultures (e.g., German chocolate vs. American chocolate, clothing, currency, etc.).</p> <p>5d. Recognize that various cultures enjoy different styles of dance (e.g., German folk dance, etc.), music, art, dress, and language.</p>	<p>3c. Identify and apply <i>cardinal directions</i> to maps.</p> <p>3d. Recognize the globe as a representation of Earth.</p>
Art Integration Ideas				Make a Germany/USA Comparison Project.	Make a map of Germany showing mountains, rivers, and the black forest.
Materials, Resources and Field					
Assessments					

First Grade Science and Social Studies

	January	February	March	April	May
Essential Questions					
Content	Investigations Needs/Wants Goods/Services	Tools Human Body	Earth Materials Landforms	Animals/Plants Social Studies Maps	Lifecycles Sorting Objects
Skills	<p>1f. Predict the results of an investigation if it is repeated. (DOK 2)</p> <p>3c. Communicate the importance of food and explain how the body utilizes food. (DOK 2)</p> <p>2e. Describe changes in shadows over time and predict how a shadow will look as the light source moves. (DOK 2)</p> <p>4a. Describe the <i>needs</i> and <i>wants</i> of students/family members as <i>consumers</i>.</p> <p>4b. Describe the <i>scarcity</i> of <i>resources</i> within the home/classroom environment (e.g., computers, etc.).</p> <p>4c. Describe the <i>opportunity cost</i> of choices made in the home/classroom environment (e.g., spending money for treats and not having money for lunch, etc.).</p> <p>4d. Describe the <i>goods and services</i> provided by student, family, and school <i>producers</i>.</p> <p>4e. Describe the <i>division of labor</i> within the home/classroom environment (e.g., family helps make a holiday meal, etc.).</p>	<p>1c. Use simple tools (e.g., rulers, scales, hand lenses, thermometers, microscopes) to gather information. (DOK 1)</p> <ul style="list-style-type: none"> • Length, using nonstandard units (e.g., paper clips, Unifix cubes, etc.) and standard units (inches, centimeters) • Weight, using a balance scale with and without nonstandard units • Capacity, using nonstandard units <p>2b. Describe properties and changes of objects and materials. (DOK 1)</p> <ul style="list-style-type: none"> • Processes of melting and freezing • How water evaporates and disappears into the atmosphere • How water condenses onto cold surfaces <p>3b. Describe the primary function of the major body organs (brain, skin, heart, lungs, stomach, intestines, bones, and muscles). (DOK 2)</p>	<p>4a. Compare and classify Earth materials. (DOK 1)</p> <ul style="list-style-type: none"> • Physical attributes of rocks (e.g., large/small, heavy/light, smooth/rough, hard/crumbly, dark/light, etc.) • Physical attributes of soil (e.g., smell, texture, color, etc.) <p>4d. Categorize types of actions that cause water, air, or land pollution. (DOK 2)</p> <p>4e. Collect, categorize, and display various ways energy from the sun is used. (DOK 2)</p> <p>4f. Identify relationships between lights and shadows and illustrate how the shape of the moon changes over time. (DOK 1)</p> <p>4b. Identify Earth landforms and bodies of water (e.g., continents, islands, peninsulas, oceans, rivers, lakes, ponds, creeks). (DOK 1)</p>	<p>1e. Use diagrams and written and oral expression to describe ideas or data. (DOK 2)</p> <p>3f. Identify and label the parts of a plant. (DOK 2)</p> <p>3e. Identify the basic needs of plants and animals and recognize that plants and animals both need to take in water, animals need food, and plants need light. (DOK 1)</p> <p>3a. Classify animals and plants by observable features (e.g., size, appearance, color, motion, habitat). (DOK 2)</p> <p>3a. Identify time and space relevant to a student's environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, etc.).</p> <p>3b. Demonstrate and apply <i>spatial</i> and <i>ecological</i> perspectives to life situations (e.g., waste disposal within a family or school environment, etc.).</p>	<p>1b. Compare, sort, and group objects according to their attributes. (DOK 2)</p> <p>3d. Chart and compare the growth and changes of animals from birth to adulthood. (DOK 2)</p>
Art Infusion Ideas	Draw shadows of objects at different times during the day.	Design a human body showing major organs.	Draw the phases of the moon in a flipbook.	Draw a lifecycle of a seed.	
Materials Resources and Field Trips					
Assessments	Teacher Observation	Science fair			

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