

## Curriculum Map: 1st Grade Social Science 2020-2021

Course: FIRSTGRADE Sub-topic: Uncategorized

Grade(s): 1

**Course Description:** In the first grade social science course, students will explore a variety of units in geography, history, civics and government, economics and science. Units and lessons will align with the Pennsylvania SAS Academic standards (2009 -2013) and Next Generation Science standards. Students will build on prior knowledge through hands on activities, supplemental current event texts and reading texts. Some of the units include plant and animal science, life cycles throughout the year, cultural celebrations and light and sound.

**Course Textbooks, Workbooks, Materials Citations:** *Mystery Science*  
*Scholastic News*  
Journeys. (2017). Orlando, Florida : Houghton Mifflin Harcourt

### Unit: Civics and Community

Timeline: Week 1 to 2

**Unit Description:** This unit will focus on providing students with an understanding of community, rules and how to be a good citizen.

**Unit Essential Questions:** How does the exercise of rights and responsibilities differ in various forms of governments?  
How do the workings of government vary based on authority?

How do actions of citizens exercising their rights and responsibilities of freedom and liberty in one government impact citizens in other governments?

**Unit Big Ideas:** People with liberty and freedom have a right and a responsibility for maintaining and securing them for their posterity.

The workings of government vary dependent on how the government has the authority to govern.

The workings of government vary dependent on how the government has the authority to govern.

**Unit Materials:** Scholastic News magazine  
Scholastic News extra materials  
*Journeys*.(2017). Orlando, Florida : Houghton Mifflin Harcourt  
extra supplement materials from online

**Unit Assignments:** Scholastic news magazines  
Journeys workbook pages

**Unit Key Terminology & Definitions:** authority  
citizen  
principle  
rights

responsibility

relationship

policy

## **STANDARDS: STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [5.1.1.A \(Advanced\)](#) Explain the purposes of rules in the classroom and school community.
- [5.1.1.B \(Advanced\)](#) Explain the importance of rules in the classroom.
- [5.1.1.D \(Advanced\)](#) Explain the importance of written rules and laws.
- [5.1.1.E \(Advanced\)](#) Describe students' responsibilities in the school and community.
- [5.1.1.F \(Advanced\)](#) Identify national symbols.
- [5.2.1.A \(Advanced\)](#) Identify and explain the importance of responsibilities at school and at home.
- [5.2.1.D \(Advanced\)](#) Explain responsible school behavior.
- [5.3.1.A \(Advanced\)](#) Identify the roles of local government (fire, police, etc.).
- [5.3.1.C \(Advanced\)](#) Identify the value of fire fighters, police officers and emergency workers in the community.
- [5.3.1.F \(Advanced\)](#) Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.
- [6.1.1.B \(Advanced\)](#) Identify classroom wants and needs.
- [6.1.1.D \(Advanced\)](#) Identify a choice based on classroom interest.
- [6.2.1.A \(Advanced\)](#) Identify goods, consumers, and producers.
- [6.2.1.E \(Advanced\)](#) Identify the impact on a community when a business opens.
- [6.3.1.A \(Advanced\)](#) Identify examples of goods and services.
- [6.4.1.A \(Advanced\)](#) Identify specialization of work in the community.
- [6.5.1.A \(Advanced\)](#) Identify individuals who work for wages in the community.
- [6.5.1.B \(Advanced\)](#) Identify different jobs and the purpose of each.
- [6.5.1.C \(Advanced\)](#) Identify businesses and their corresponding goods and service.
- [8.1.1.A \(Advanced\)](#) Demonstrate an understanding of chronology.
- [8.2.1.A \(Advanced\)](#) Identify groups of people who contribute to a community.
- [8.3.1.D \(Advanced\)](#) Identify conflict and describe ways to cooperate with others by making smart choices.
- [8.4.1.A \(Advanced\)](#) Explain why cultures celebrate.
- [8.4.1.D \(Advanced\)](#) Describe examples of conflict and cooperation in the classroom community.

(\* standards consolidated from Topic level)

### **Topic: Kids Can Help**

Minutes for Topic: 30

#### **STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [5.1.1.A \(Advanced\)](#) Explain the purposes of rules in the classroom and school community.
- [5.1.1.B \(Advanced\)](#) Explain the importance of rules in the classroom.
- [5.1.1.D \(Advanced\)](#) Explain the importance of written rules and laws.
- [5.1.1.E \(Advanced\)](#) Describe students' responsibilities in the school and community.
- [5.2.1.D \(Advanced\)](#) Explain responsible school behavior.
- [5.3.1.F \(Advanced\)](#) Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action.
- [6.1.1.D \(Advanced\)](#) Identify a choice based on classroom interest.

### **Topic: Curious George at School**

Minutes for Topic: 30

#### **STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [5.1.1.A \(Advanced\)](#) Explain the purposes of rules in the classroom and school community.

<a href="#">5.1.1.B (Advanced)</a>	Explain the importance of rules in the classroom.
<a href="#">5.1.1.D (Advanced)</a>	Explain the importance of written rules and laws.
<a href="#">5.2.1.A (Advanced)</a>	Identify and explain the importance of responsibilities at school and at home.
<a href="#">6.1.1.B (Advanced)</a>	Identify classroom wants and needs.
<a href="#">6.1.1.D (Advanced)</a>	Identify a choice based on classroom interest.

**Topic: Lucia's Neighborhood**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

<a href="#">5.3.1.A (Advanced)</a>	Identify the roles of local government (fire, police, etc.).
<a href="#">8.1.1.A (Advanced)</a>	Demonstrate an understanding of chronology.

**Topic: Community Workers**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

<a href="#">5.3.1.A (Advanced)</a>	Identify the roles of local government (fire, police, etc.).
<a href="#">5.3.1.C (Advanced)</a>	Identify the value of fire fighters, police officers and emergency workers in the community.
<a href="#">6.2.1.A (Advanced)</a>	Identify goods, consumers, and producers.
<a href="#">6.2.1.E (Advanced)</a>	Identify the impact on a community when a business opens.
<a href="#">6.3.1.A (Advanced)</a>	Identify examples of goods and services.
<a href="#">6.4.1.A (Advanced)</a>	Identify specialization of work in the community.
<a href="#">6.5.1.A (Advanced)</a>	Identify individuals who work for wages in the community.
<a href="#">6.5.1.B (Advanced)</a>	Identify different jobs and the purpose of each.
<a href="#">6.5.1.C (Advanced)</a>	Identify businesses and their corresponding goods and service.
<a href="#">8.2.1.A (Advanced)</a>	Identify groups of people who contribute to a community.

**Topic: The Big Race**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

<a href="#">8.3.1.D (Advanced)</a>	Identify conflict and describe ways to cooperate with others by making smart choices.
<a href="#">8.4.1.D (Advanced)</a>	Describe examples of conflict and cooperation in the classroom community.

**Topic: The New Friend**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

<a href="#">5.1.1.F (Advanced)</a>	Identify national symbols.
<a href="#">8.4.1.A (Advanced)</a>	Explain why cultures celebrate.

**Unit: Animals**

Timeline: Week 5 to 11

**Unit Description:** This unit will provide students with a knowledge of animals needs, how they survive and the similarities and differences of parents and children.

**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?

How and why do organisms interact with their environment and what are the effects of these interactions?

How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?

How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Organisms have external structures that help them survive, grow and meet their needs.

Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the physical environment.

Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.

Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.

**Unit Materials:** Scholastic News magazine

Scholastic News extra materials

*Journeys*.(2017). Orlando, Florida : Houghton Mifflin Harcourt

Mystery Science videos and worksheets

extra supplement materials from online

**Unit Assignments:** Mystery Science videos and worksheets

Journeys workbooks pages

Scholastic News magazine

Scholastic News extra materials

**Unit Key Terminology & Definitions:** classify  
physical  
characteristic  
similar  
vary  
offspring  
patterns  
evidence  
parents  
animals  
life cycles

**STANDARDS: STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

[1-LS1-2 \(Advanced\)](#) Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

[1-LS3-1 \(Advanced\)](#) Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

(\* standards consolidated from Topic level)

**Topic: Why do birds have beaks?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Topic: Why do baby ducks follow their mother?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-2 \(Advanced\)](#) Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

**Topic: Why are polar bears white?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Topic: Why do family members look alike?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS3-1 \(Advanced\)](#) Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

**Topic: Germs**

Minutes for Topic: 30

**Topic: How Animals Communicate**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

[1-LS1-2 \(Advanced\)](#) Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

**Topic: How Leopard Got His Spots**

Minutes for Topic: 30

**Topic: Winter Animals**

Minutes for Topic: 30

**Topic: Animal Groups**  
Minutes for Topic: 30

**Topic: Polar Animals**  
Minutes for Topic: 30

**Topic: Frogs and Toads**  
Minutes for Topic: 30

**Topic: Amazing Animals**  
Minutes for Topic: 30

**Topic: Animal Life Cycles**  
Minutes for Topic: 30

**Topic: Hi! Fly Guy**  
Minutes for Topic: 30

**Unit: Economics**

Timeline: Week 19

**Unit Description:** This unit will provide students with the knowledge of wants and needs.

**Unit Essential Questions:** How does unlimited wants with limited resources impact government?  
How does interdependence among nations affect the balance of freedom and liberty in its citizens?

**Unit Big Ideas:** Governments and their citizens distribute resources, trade goods, and services to balance freedom and liberty.  
The exchange of ideas, goods, and services affects the common welfare and the balance of freedom and liberty.

**Unit Materials:** Scholastic News magazine  
Scholastic News extra materials  
extra supplement materials from online

**Unit Assignments:** Scholastic News magazine  
Scholastic News extra materials

**Unit Key Terminology & Definitions:** choice  
costs  
goods  
services

**STANDARDS: STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [6.1.1.B \(Advanced\)](#) Identify classroom wants and needs.
- [6.1.1.C \(Advanced\)](#) Identify choice based on needs versus wants.
- [6.1.1.D \(Advanced\)](#) Identify a choice based on classroom interest.
- [8.4.1.A \(Advanced\)](#) Explain why cultures celebrate.

(\* standards consolidated from Topic level)

**Topic: Holiday Wants and Needs**

Minutes for Topic: 30

**STANDARDS**STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [6.1.1.B \(Advanced\)](#) Identify classroom wants and needs.
- [6.1.1.C \(Advanced\)](#) Identify choice based on needs versus wants.
- [6.1.1.D \(Advanced\)](#) Identify a choice based on classroom interest.
- [8.4.1.A \(Advanced\)](#) Explain why cultures celebrate.

**Unit: Cultural Celebrations**

Timeline: Week 20 to 25

**Unit Description:** This unit will provide students with the knowledge of how and why cultures celebrate in their community.

**Unit Essential Questions:** How does Pennsylvania history reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?

How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?

How does the history of the United States reflect the struggle in balancing freedom and liberty in the past and the present, while securing the blessings of liberty for posterity?

**Unit Big Ideas:** The study of the past gives information for today to make choices for liberty and freedom.

**Unit Materials:** Scholastic News magazine  
Scholastic News extra materials  
Journeys.(2017). Orlando, Florida : Houghton Mifflin Harcourt  
extra supplement materials from online

**Unit Assignments:** Journeys workbooks pages  
Scholastic News magazine  
Scholastic News extra materials

**Unit Key Terminology & Definitions:** chronologic  
change  
conflict  
freedom  
liberty

**STANDARDS: STANDARDS**STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [5.1.1.C \(Advanced\)](#) Define equality and the need to treat everyone equally.
- [5.3.1.A \(Advanced\)](#) Identify the roles of local government (fire, police, etc.).
- [5.3.1.B \(Advanced\)](#) Identify the services of local government.
- [5.3.1.C \(Advanced\)](#) Identify the value of fire fighters, police officers and emergency workers in the community.
- [5.3.1.E \(Advanced\)](#) Identify situations in the school or community when it is beneficial to have an elected official represent the people.
- [5.4.1.A \(Advanced\)](#) Identify ways to avoid conflict.
- [8.2.1.C \(Advanced\)](#) Identify holiday and cultural celebrations in a community

	and why they are celebrated.
<a href="#">8.2.1.D (Advanced)</a>	Identify historical conflict in the community.
<a href="#">8.3.1.A (Advanced)</a>	Identify Americans who played a significant role in American history.
<a href="#">8.3.1.C (Advanced)</a>	Identify examples of change.
<a href="#">8.3.1.D (Advanced)</a>	Identify conflict and describe ways to cooperate with others by making smart choices.
<a href="#">8.4.1.A (Advanced)</a>	Explain why cultures celebrate.
<u>NGSS Arranged by Topic - Science (2013)</u>	
<a href="#">1-LS1-1 (Advanced)</a>	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
<a href="#">K-2-ETS1-1 (Advanced)</a>	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

(\* standards consolidated from Topic level)

### Topic: Firefighter's/Fire Safety

Minutes for Topic: 30

#### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

<a href="#">5.3.1.A (Advanced)</a>	Identify the roles of local government (fire, police, etc.).
<a href="#">5.3.1.C (Advanced)</a>	Identify the value of fire fighters, police officers and emergency workers in the community.

### Topic: We Vote

Minutes for Topic: 30

#### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

<a href="#">5.3.1.B (Advanced)</a>	Identify the services of local government.
<a href="#">5.3.1.E (Advanced)</a>	Identify situations in the school or community when it is beneficial to have an elected official represent the people.
<a href="#">8.3.1.A (Advanced)</a>	Identify Americans who played a significant role in American history.

### Topic: Veteran's Day

Minutes for Topic: 30

#### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

<a href="#">8.2.1.C (Advanced)</a>	Identify holiday and cultural celebrations in a community and why they are celebrated.
<a href="#">8.3.1.A (Advanced)</a>	Identify Americans who played a significant role in American history.
<a href="#">8.4.1.A (Advanced)</a>	Explain why cultures celebrate.

### Topic: Thanksgiving

Minutes for Topic: 30

#### STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

<a href="#">8.2.1.C (Advanced)</a>	Identify holiday and cultural celebrations in a community and why they are celebrated.
<a href="#">8.3.1.A (Advanced)</a>	Identify Americans who played a significant role in American history.
<a href="#">8.4.1.A (Advanced)</a>	Explain why cultures celebrate.

### Topic: Dr. Martin Luther King Jr.

Minutes for Topic: 30

#### STANDARDS



STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [5.1.1.C \(Advanced\)](#) Define equality and the need to treat everyone equally.
- [5.4.1.A \(Advanced\)](#) Identify ways to avoid conflict.
- [8.2.1.C \(Advanced\)](#) Identify holiday and cultural celebrations in a community and why they are celebrated.
- [8.2.1.D \(Advanced\)](#) Identify historical conflict in the community.
- [8.3.1.D \(Advanced\)](#) Identify conflict and describe ways to cooperate with others by making smart choices.
- [8.4.1.A \(Advanced\)](#) Explain why cultures celebrate.

**Topic: 100 Days of School**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [8.2.1.C \(Advanced\)](#) Identify holiday and cultural celebrations in a community and why they are celebrated.

**Topic: President's Day**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [8.2.1.C \(Advanced\)](#) Identify holiday and cultural celebrations in a community and why they are celebrated.
- [8.3.1.A \(Advanced\)](#) Identify Americans who played a significant role in American history.
- [8.4.1.A \(Advanced\)](#) Explain why cultures celebrate.

**Topic: Groundhog Day**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [8.2.1.C \(Advanced\)](#) Identify holiday and cultural celebrations in a community and why they are celebrated.

**Topic: Black History Month**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [8.2.1.C \(Advanced\)](#) Identify holiday and cultural celebrations in a community and why they are celebrated.
- [8.2.1.D \(Advanced\)](#) Identify historical conflict in the community.
- [8.3.1.C \(Advanced\)](#) Identify examples of change.
- [8.3.1.D \(Advanced\)](#) Identify conflict and describe ways to cooperate with others by making smart choices.
- [8.4.1.A \(Advanced\)](#) Explain why cultures celebrate.

**Topic: Tomas Rivera**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

- [8.3.1.A \(Advanced\)](#) Identify Americans who played a significant role in American history.
- [8.4.1.A \(Advanced\)](#) Explain why cultures celebrate.

**Topic: Dental Health Month**

Minutes for Topic: 30

## STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.2.1.C \(Advanced\)](#) Identify holiday and cultural celebrations in a community and why they are celebrated.

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

### Topic: Read Across America

Minutes for Topic: 30

## STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.2.1.C \(Advanced\)](#) Identify holiday and cultural celebrations in a community and why they are celebrated.

### Topic: Women's History Month

Minutes for Topic: 30

## STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.2.1.C \(Advanced\)](#) Identify holiday and cultural celebrations in a community and why they are celebrated.

[8.2.1.D \(Advanced\)](#) Identify historical conflict in the community.

[8.3.1.A \(Advanced\)](#) Identify Americans who played a significant role in American history.

[8.3.1.C \(Advanced\)](#) Identify examples of change.

[8.3.1.D \(Advanced\)](#) Identify conflict and describe ways to cooperate with others by making smart choices.

[8.4.1.A \(Advanced\)](#) Explain why cultures celebrate.

### Topic: Earth Day

Minutes for Topic: 30

## STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.2.1.C \(Advanced\)](#) Identify holiday and cultural celebrations in a community and why they are celebrated.

NGSS Arranged by Topic - Science (2013)

[K-2-ETS1-1 \(Advanced\)](#) Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

### Unit: Lights and Sound

Timeline: Week 30 to 35

#### Unit

**Description:** This unit will provide students with an understanding of vibrations in light and sound.

**Unit Essential Questions:** How can one explain the structure, properties, and interactions of matter?

How is energy transferred and conserved?

How are waves used to transfer energy and information?

**Unit Big Ideas:** Matter can be understood in terms of the types of atoms present and the interactions both between and within atoms.

Interactions between any two objects can cause changes in one or both.

Interactions of objects or systems of objects can be predicted and explained using the concept of energy transfer and conservation.

Waves are a repeating pattern of motion that transfers energy from place to place without overall displacement of matter.

**Unit Materials:** Mystery Science videos and worksheets  
extra supplement materials from online

**Unit Assignments:** Mystery Science videos and worksheets

**Unit Key Terminology & Definitions:** energy  
investigation  
materials  
sound  
vibration  
waves  
energy  
light  
reflection  
surface  
light beam  
mirror  
materials  
opaque  
translucent  
transparent  
illuminate  
distance  
communicate  
sound  
device  
design

**STANDARDS: STANDARDS**

NGSS Arranged by Topic - Science (2013)

- [1-PS4-1 \(Advanced\)](#) Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- [1-PS4-2 \(Advanced\)](#) Make observations to construct an evidence-based account that objects can be seen only when illuminated.
- [1-PS4-3 \(Advanced\)](#) Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
- [1-PS4-4 \(Advanced\)](#) Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
- [K-2-ETS1-2](#) Develop a simple sketch, drawing, or physical model to

[\(Advanced\)](#) illustrate how the shape of an object helps it function as needed to solve a given problem.

(\* standards consolidated from Topic level)

**Topic: How do they make silly sounds in cartoons?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-PS4-1 \(Advanced\)](#) Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

**Topic: Where do sounds come from?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-PS4-1 \(Advanced\)](#) Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

**Topic: What if there were no windows?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-PS4-3 \(Advanced\)](#) Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

**Topic: Can you see in the dark?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-PS4-2 \(Advanced\)](#) Make observations to construct an evidence-based account that objects can be seen only when illuminated.

**Topic: How could you send a secret message to someone far away?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-PS4-4 \(Advanced\)](#) Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

[K-2-ETS1-2 \(Advanced\)](#) Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**Topic: How do boats find their way in the fog?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-PS4-4 \(Advanced\)](#) Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

**Unit: Geography**

Timeline: Week 21 to 24

**Unit Description:** This unit will provide students with knowledge of how climate determines the way people live, how plants and people adapt and what physical features make up a community.

**Unit Essential Questions:** How do physical features, natural resources and locations (geography) influence freedom and liberty?  
How do human actions to control freedom and liberty reflect in geography around the world?  
How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth?

**Unit Big Ideas:** The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty.

Geographic features influence human activities in exercising freedom and liberty.

People will use physical features, natural resources, and locations to influence their freedom and liberty.

**Unit Materials:** Scholastic News magazine  
Scholastic News extra materials  
Journeys.(2017). Orlando, Florida : Houghton Mifflin Harcourt  
extra supplement materials from online

**Unit Assignments:** Journeys workbooks pages  
Scholastic News magazine  
Scholastic News extra materials

**Unit Key Terminology & Definitions:** globes  
maps and their elements  
physical features  
resources  
region  
environment

**STANDARDS: STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[7.1.1.B \(Advanced\)](#) Describe places in geographic reference in physical features.

[7.2.1.A \(Advanced\)](#) Identify physical characteristics in the community and region.

[7.2.1.B \(Advanced\)](#) Identify the basic physical processes that affect the physical characteristics of places.

[7.3.1.A \(Advanced\)](#) Identify the local climate and how it determines the way people live.

[7.4.1.A \(Advanced\)](#) Describe how lakes, rivers, and streams impact people.

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

[1-LS3-1 \(Advanced\)](#) Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

(\* standards consolidated from Topic level)

**Topic: The Storm**

Minutes for Topic: 30

**STANDARDS**STATE: Pennsylvania SAS Academic Standards (2009-2013)[7.3.1.A \(Advanced\)](#) Identify the local climate and how it determines the way people live.NGSS Arranged by Topic - Science (2013)[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.**Topic: At Home in the Ocean**

Minutes for Topic: 30

**STANDARDS**STATE: Pennsylvania SAS Academic Standards (2009-2013)[7.1.1.B \(Advanced\)](#) Describe places in geographic reference in physical features.[7.2.1.A \(Advanced\)](#) Identify physical characteristics in the community and region.[7.4.1.A \(Advanced\)](#) Describe how lakes, rivers, and streams impact people.**Topic: Ice and Snow Science**

Minutes for Topic: 30

**STANDARDS**STATE: Pennsylvania SAS Academic Standards (2009-2013)[7.3.1.A \(Advanced\)](#) Identify the local climate and how it determines the way people live.**Topic: Seasons**

Minutes for Topic: 30

**STANDARDS**STATE: Pennsylvania SAS Academic Standards (2009-2013)[7.3.1.A \(Advanced\)](#) Identify the local climate and how it determines the way people live.**Topic: Habitats**

Minutes for Topic: 30

**STANDARDS**STATE: Pennsylvania SAS Academic Standards (2009-2013)[7.1.1.B \(Advanced\)](#) Describe places in geographic reference in physical features.[7.2.1.A \(Advanced\)](#) Identify physical characteristics in the community and region.[7.2.1.B \(Advanced\)](#) Identify the basic physical processes that affect the physical characteristics of places.[7.4.1.A \(Advanced\)](#) Describe how lakes, rivers, and streams impact people.**Topic: Spring Weather**

Minutes for Topic: 30

**STANDARDS**STATE: Pennsylvania SAS Academic Standards (2009-2013)[7.3.1.A \(Advanced\)](#) Identify the local climate and how it determines the way people live.**Topic: Summer Safety**

Minutes for Topic: 30

**STANDARDS**STATE: Pennsylvania SAS Academic Standards (2009-2013)[7.3.1.A \(Advanced\)](#) Identify the local climate and how it determines the way people live.NGSS Arranged by Topic - Science (2013)[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Topic: The Kite from Days with Frog and Toad**

Minutes for Topic: 30

**STANDARDS**STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)[7.3.1.A \(Advanced\)](#) Identify the local climate and how it determines the way people live.**Topic: How to Make Ice Pops**

Minutes for Topic: 30

**Topic: Sand Science**

Minutes for Topic: 30

**STANDARDS**STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)[7.3.1.A \(Advanced\)](#) Identify the local climate and how it determines the way people live.

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.[1-LS3-1 \(Advanced\)](#) Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.**Topic: Oceans**

Minutes for Topic: 30

**STANDARDS**STATE: [Pennsylvania SAS Academic Standards \(2009-2013\)](#)[7.1.1.B \(Advanced\)](#) Describe places in geographic reference in physical features.**Unit: Plants**

Timeline: Week 9 to 12

**Unit Description:** This unit will provide students with the knowledge of plant life cycles, how plants adapt and why plants are important to people.**Unit Essential Questions:** How do organisms live, grow, respond to their environment, and reproduce?

How and why do organisms interact with their environment and what are the effects of these interactions?

How are the characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?

How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms?

**Unit Big Ideas:** All organisms are made of cells and can be characterized by common aspects of their structure and functioning.

Organisms have external structures that help them survive, grow and meet their needs.

Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the physical environment.

Heredity refers to specific mechanisms by which characteristics or traits are passed from one generation to the next via genes, and explains why offspring resemble, but are not identical to, their parents.

Biological evolution explains both the unity and diversity of species and provides a unifying principle for the history and diversity of life on Earth.

**Unit Materials:** Scholastic News magazine  
Scholastic News extra materials  
Journeys.(2017). Orlando, Florida : Houghton Mifflin Harcourt  
Mystery Science videos and worksheets  
extra supplement materials from online

**Unit** Mystery Science videos and worksheets  
**Assignments:** Journeys workbooks pages  
Scholastic News magazine  
Scholastic News extra materials

**Unit Key Terminology & Definitions:** classify  
physical  
characteristic  
similar  
vary  
patterns  
evidence  
plants  
life cycles

**STANDARDS: STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[7.3.1.A \(Advanced\)](#) Identify the local climate and how it determines the way people live.

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

[1-LS3-1 \(Advanced\)](#) Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

[1-ESS1-2 \(Advanced\)](#) Make observations at different times of year to relate the amount of daylight to the time of year.

[K-2-ETS1-2 \(Advanced\)](#) Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

[K-2-ETS1-3 \(Advanced\)](#) Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

(\* standards consolidated from Topic level)

**Topic: Why don't trees blow down in the wind?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#) Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

[K-2-ETS1-2 \(Advanced\)](#) Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.



[K-2-ETS1-3 \(Advanced\)](#)

Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

**Topic: What do sunflowers do when you're not looking?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#)

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Topic: Apples**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#)

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

[1-LS3-1 \(Advanced\)](#)

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

**Topic: Pumpkins**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#)

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

[1-LS3-1 \(Advanced\)](#)

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

**Topic: Autumn Science**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[7.3.1.A \(Advanced\)](#)

Identify the local climate and how it determines the way people live.

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#)

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

[1-LS3-1 \(Advanced\)](#)

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

[1-ESS1-2 \(Advanced\)](#)

Make observations at different times of year to relate the amount of daylight to the time of year.

**Topic: Where does food come from?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#)

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Topic: Plant Life**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#)

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

[1-LS3-1 \(Advanced\)](#)

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

**Topic: The Garden from Frog and Toad**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#)

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Topic: A Tree is a Plant**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-LS1-1 \(Advanced\)](#)

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**Unit: Space**

Timeline: Week 29 to 34

**Unit**

This unit will provide students with an understanding of how the sun, moon and stars create

**Description:**

patterns and the amount of daylight can be different through different times of year.

**Unit Essential**

Questions: What is the universe, and what is Earth's place in it?

**Questions:**

How do Earth's processes and human activities affect each other?

**Unit Big Ideas:**

The universe is composed of a variety of different objects, which are organized into systems each of, which develops according to accepted physical processes and laws.

The Earth's processes affect and are affected by human activities.

**Unit Materials:**

Journeys.(2017). Orlando, Florida : Houghton Mifflin Harcourt  
Mystery Science videos and worksheets  
extra supplement materials from online

**Unit**

Mystery Science videos and worksheets

**Assignments:**

Journeys workbooks pages

**Unit Key**

changes

**Terminology &**

**Definitions:**

describe

moon

observe

pattern

predict

star  
sun  
system  
earth  
motion  
sky  
sunrise  
sunset

**STANDARDS: STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.3.1.A \(Advanced\)](#) Identify Americans who played a significant role in American history.

NGSS Arranged by Topic - Science (2013)

[1-ESS1-1 \(Advanced\)](#) Use observations of the sun, moon, and stars to describe patterns that can be predicted.

[1-ESS1-2 \(Advanced\)](#) Make observations at different times of year to relate the amount of daylight to the time of year.

(\* standards consolidated from Topic level)

**Topic: Let's Go to the Moon**

Minutes for Topic: 30

**STANDARDS**

STATE: Pennsylvania SAS Academic Standards (2009-2013)

[8.3.1.A \(Advanced\)](#) Identify Americans who played a significant role in American history.

NGSS Arranged by Topic - Science (2013)

[1-ESS1-1 \(Advanced\)](#) Use observations of the sun, moon, and stars to describe patterns that can be predicted.

**Topic: Could a statue's shadow move?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-ESS1-1 \(Advanced\)](#) Use observations of the sun, moon, and stars to describe patterns that can be predicted.

**Topic: What does your shadow do when you're not looking?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-ESS1-1 \(Advanced\)](#) Use observations of the sun, moon, and stars to describe patterns that can be predicted.

**Topic: How can the sun help you if you're lost?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-ESS1-1 \(Advanced\)](#) Use observations of the sun, moon, and stars to describe patterns that can be predicted.

**Topic: Why do you have to go to bed early in the summer?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-ESS1-2 \(Advanced\)](#)

Make observations at different times of year to relate the amount of daylight to the time of year.

**Topic: Why do the stars come out at night?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-ESS1-1 \(Advanced\)](#)

Use observations of the sun, moon, and stars to describe patterns that can be predicted.

**Topic: How can stars help you if you get lost?**

Minutes for Topic: 30

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[1-ESS1-1 \(Advanced\)](#)

Use observations of the sun, moon, and stars to describe patterns that can be predicted.