

CURRICULUM MAP

Name of Teacher **MUNJINA HOQ**

Subject **SCIENCE**

Month **SEPTEMBER 2020**

Unit/Theme

Chapter Opening :

- ❖ Science Skills
- ❖ Scientific Method

Chapter 1:

- ❖ Lesson 1- All Kinds of Animals

Enduring Understandings

Students will be able to:

- ❖ Identify and apply the skills used for basic scientific inquiry and learn how scientist wonder about things in our world.
- ❖ Apply the method that scientists use to study the natural world.
- ❖ Explain how animals are alike and different.
- ❖ Observe and describe different kinds of animals.

Essential Questions

- ❖ Have you ever wondered about animals?
- ❖ What is an animal?
- ❖ What do you notice about each animals?
- ❖ Have you ever wondered about snails?
- ❖ What can you tell about where this snail lives?
- ❖ What do you think the snail eats?
- ❖ How are animals different from others?
- ❖ How are animals same?
- ❖ What are some animals are mammals?

Activities

Student will

- ❖ Compare how animals are alike and different.
- ❖ Learn how to create Van diagram.

- ❖ Classify animals by their group.
- ❖ How to observe an something carefully
- ❖ How to measure using ruler
- ❖ How to put things in order.
- ❖ How to create a chart.
- ❖ How to record data.

Assessments

Formative (Throughout)

Student will be able to answer short questions and understand vocabulary words by working on sheet together. Students will be assessed on their homework and classwork.

Summative

Chapter 1 Test

Time Frame/Month : September 2020

Opening 1 and 2 – 2 weeks

Chapter 1 Lesson 1: 1 week

Resources/Websites(Primary/Secondary)

ConnectED

Youtube.com

Textbook Name (Chapters/Pages) :

McGrawHill -New York Science 1st grade

CURRICULUM MAP

Name of Teacher: **MUNJINA HOQ**

Subject: **SCIENCE**

Month: **OCTOBER 2020**

Unit/Theme

Chapter 1: All about Animals

- ❖ Lesson 2: What Animals Need to Live
- ❖ Lesson 3: How Animals Eat Food
- ❖ Lesson 4: Staying Alive
- ❖ Lesson 5: Animals Grow and Change

Enduring Understandings

Student will be able :

- ❖ Identify how various animals adapt to their environment.
- ❖ Explain how different animals meet their needs.
- ❖ Identify what animals need to survive.
- ❖ Relate the shape of an animal's teeth to what it eats.
- ❖ Classify animals according what they eat.
- ❖ Identify how camouflage helps animals stay safe.
- ❖ Explain how animals protect themselves.
- ❖ Describe the life cycle of different kinds of animals.
- ❖ Explain what animals can do at different ages.

Essential Questions

- ❖ What do animals need to live?
- ❖ Do all animals need the same things to live?
- ❖ How do animals get the things they need?
- ❖ What other kinds of homes do animals have?
- ❖ Why do animals need shelter?
- ❖ What do different animals eat?
- ❖ How are animals able to eat?
- ❖ What different kinds of things do you eat?
- ❖ Does the animals eat plant or animals?
- ❖ What kinds of plants do you like to eat?
- ❖ What do animals need to protect themselves?
- ❖ How do different kinds of animals keep themselves safe?
- ❖ Which parts of this animals help it protect itself?
- ❖ What different things do animals do to stay safe?
- ❖ Why do birds go south for the winter?

- ❖ How are different animals born?
- ❖ What are some things baby animals look like when they born?
- ❖ What is life cycle?
- ❖ What are the parts of a life cycle?
- ❖ How would you label the third step of the cycle?

Activities

Student will:

- ❖ Explore how animals get what they need.
- ❖ Observe how animals move.
- ❖ Compare what animals need.
- ❖ Develop vocabulary.
- ❖ Investigate different parts of animal's body.
- ❖ Learn how to make animals graph.
- ❖ Record data.
- ❖ Predict.
- ❖ Learn how to make KWL chart.
- ❖ Thank, talk and write about cause and effect.
- ❖ Learn the life cycle of an animal.

Assessments

Formative (Throughout)

Student will be able to answer short questions and understand vocabulary words by working on sheet together. Students will be assessed on their homework and classwork.

Summative (End of Year)

End of Chapter 1 Test.

Time Frame/Month

Chapter 1:

- Lesson 2: 1 week
- Lesson 3: 1 week
- Lesson 4: 1 week
- Lesson 5: 1 week

Resources/Websites(Primary/Secondary)

ConnectED
Youtube.com

Textbook Name (Chapters/Pages)

McGrawHill -New York Science 1st grade

CURRICULUM MAP

Name of Teacher: **MUNJINA HOQ**

Subject: **SCIENCE**

Month: **NOVEMBER 2020**

Unit/Theme

Chapter 2: Matter Everywhere

- ❖ Lesson 1: Matter
- ❖ Lesson 2: Measuring Matter
- ❖ Lesson 3: Solids
- ❖ Lesson 4: Liquids and Gases

Enduring Understandings

Student will be able to :-

L 2.1:-

- ❖ Understand that all things are made of matter.
- ❖ Describe the properties of matter.

L 2.2:-

- ❖ Understand what tools help observe matter.
- ❖ Describe ways that matter can be measured.

L 2.3:-

- ❖ Identify the properties of solids.
- ❖ Compare the properties of different solids.

L 2.4:-

- ❖ Describe the properties of liquids and gases.
- ❖ Compare properties of different kinds of liquids and gases.

Essential Questions

L 2.1:-

- ❖ What are some way to describe an object?
- ❖ What are some different properties of water?
- ❖ What are properties?
- ❖ What is matter?
- ❖ What are materials?
- ❖ Is the air in the room material?
- ❖ How can you make an object float?

L 2.2:-

- ❖ How do you observe and measure properties?
- ❖ How does a hand lance help you observe?
- ❖ What can you notice about matter by observing it?

- ❖ What does a ruler measure?
- ❖ What does a balance measure?
- ❖ What is temperature?
- ❖ What tool do you use to measure temperature?

L 2.3:-

- ❖ What is a solid?
- ❖ How are solid alike?
- ❖ What is a shape of a ball?
- ❖ What are some properties of solid?
- ❖ What are some ways to change solid?
- ❖ What are shadows?
- ❖ What are things made of?

L 2.4:-

- ❖ What is a liquid?
- ❖ What are some liquids that flow slowly?
- ❖ What are some liquids that flow quickly?
- ❖ What is a gas?
- ❖ How are liquids different form gas?
- ❖ What are some words we use to describe liquids and gas?
- ❖ How are liquids and gases different from solid?

Activities

Student will:-

L 2.1:-

- ❖ Explore the properties of the object.
- ❖ Experiment which object will sink and float.
- ❖ Observe what object looks and feels like.
- ❖ Record data.

L 2.2:-

- ❖ Compare the properties of the objects.
- ❖ Learn how to use a ruler to find the measurement.
- ❖ Find out how hand leans works.
- ❖ How to take a temperature of different materials.

L 2.3:-

- ❖ Look around and name the objects are solid.
- ❖ Describe different properties of solid.
- ❖ Learn what kind of object makes shadows.
- ❖ Explore how to create a shadow in the wall.

L 2.4:-

- ❖ Learn different properties of liquid.
- ❖ Know how solid and liquid are alike and different.

- ❖ How gas is different from gas.
- ❖ Explore how air in the cup keeps a tissue dry in water.

Assessments

Formative (Throughout)

Student will be able to answer short questions and understand vocabulary words by working on sheet together. Students will be assessed on their homework and classwork.

Summative (End of Year)

End of Chapter 2 Test.

Time Frame/Month

Chapter 2:

Lesson 1: 1 week

Lesson 2: 1 week

Lesson 3: 1 week

Lesson 4: 1 week

Resources/Websites(Primary/Secondary)

ConnectED

Youtube.com

BrainpopJr.com

Textbook Name (Chapters/Pages)

McGrawHill -New York Science 1st grade

CURRICULUM MAP

Name of Teacher **MUNJINA HOQ**

Subject **SCIENCE**

Month **DECEMBER 2020**

Unit/Theme

Chapter 3 : Changes in Matter

- ❖ **Lesson 1: Matter can change**
- ❖ **Lesson 2: Changes of state**
- ❖ **Lesson 3: Mixtures**

Enduring Understandings

Student will be able to:-

L 3.1:-

- ❖ Observe and describe how solids can change.

L 3.2:-

- ❖ Observe how heat can change matter.

L 3.3:-

- ❖ Observe how solids, liquids, and gases mix.

Essential Questions

L 3.1:-

- ❖ How can properties of matter change?
- ❖ How can you change some solid?
- ❖ What are some ways that things change?
- ❖ Can all things that are changed be changed back into their original forms?
- ❖ What are some other ways to change paper?
- ❖ What is a physical change you could make to juice?
- ❖ How can you change an apple?

L 3.2:-

- ❖ How can heat change matter?
- ❖ What happens when water is heated?
- ❖ What happens when cake is bake?
- ❖ How can metal be change to a liquid?

- ❖ How does temperature affect matters?
- ❖ What takes a lot of heat to melt?
- ❖ How does water change when it is cooled?

L 3.3:-

- ❖ What mix with water?
- ❖ What happens when you mix things together?
- ❖ What happens when you mix liquid and solid?
- ❖ What happens when you try to take a mixture apart?
- ❖ When do you mix matter?
- ❖ What are some ways to separate a solid mixture?
- ❖ What mix are not easy to take a part?

Activities

Student will:-

L 3.1:-

- ❖ Explore how to change solid.
- ❖ Put things in order.
- ❖ Investigate how to change solid.
- ❖ Think, Talk, and write.

L 3.2:-

- ❖ Explore how can heat change matter?
- ❖ Predict how sun's heat change things.
- ❖ Learn about water cycle.
- ❖ Investigate how water could evaporate.

L 3.3:-

- ❖ Explore what mix with water
- ❖ Learn what will mix and what will not.
- ❖ Find out which object will dissolve.
- ❖ Put things in order.

Assessments

Formative (Throughout)

Student will be able to answer short questions and understand vocabulary words by working on sheet together. Students will be assessed on their homework and classwork

Summative (End of Year) End of Chapter 3 Test.
Time Frame/Month Chapter 3: Lesson 1: 1 week Lesson 2: 1 week Lesson 3: 1 week
Resources/Websites(Primary/Secondary) ConnectED Youtube.com BrainpopJr.com
Textbook Name (Chapters/Pages) McGrawHill -New York Science 1st grade

CURRICULUM MAP

Name of Teacher **MUNJINA HOQ**

Subject **SCIENCE**

Month **JANUARY 2021**

Unit/Theme

Chapter 4: Change in Weather

- ❖ Lesson 1: **Weather all Around Us**
- ❖ Lesson 2: **The Water Cycle**
- ❖ Lesson 3: **Spring and Summer**

Enduring Understandings

Student will be able to :-

L 4.1:- **Weather all Around Us**

- ❖ Identify different weather conditions.
- ❖ Investigate ways to measure different weather.

L 4.2:- **The Water Cycle**

- ❖ Explain how clouds form and why water falls back to earth.
- ❖ Identify different kinds of clouds.

L 4.3 :- **Spring and Summer**

- ❖ Describe how weather changes as seasons change.
- ❖ Identify characteristic of spring and summer.

Essential Questions

L 4.1 :- **Weather all Around Us**

- ❖ What is your favorite type of weather?
- ❖ Why is it your favorite?
- ❖ How can the air outside change?
- ❖ What tools can help learn about the weather?
- ❖ How does the weather affect you?
- ❖ What Cause temperature to change?
- ❖ Why is it use full to measure weather?

L 4.2 :- **The Water Cycle**

- ❖ What can clouds can tell about what the weather might be?
- ❖ What causes rain to fall?

- ❖ What do the cloud looks like?
- ❖ What are the colors of the clouds?
- ❖ How do clouds form?
- ❖ What are clouds made of?
- ❖ What kind of clouds could help predict a storm?

L 4.3 :- **Spring and Summer**

- ❖ What is a season?
- ❖ What do you know about the different seasons?
- ❖ What was the weather like in July?
- ❖ What kind of things happen in spring?
- ❖ What are spring and summer like?
- ❖ Why do flowers bloom in spring?
- ❖ What do flowers need to grow?

Activities

Student will :-

L 4.1:- **Weather all Around Us**

- ❖ Use a craft stick and a piece of streamer to make a weather tool.
- ❖ Predict what kind of weather this tool will be able to tell about.
- ❖ Observe what happened when hold the tool in the air.
- ❖ Compare the tool by using in different days and take note.

L 4.2 :- **The Water Cycle**

- ❖ Observe what kind of clouds they can see
- ❖ Record date of the cloud they'll see every day.
- ❖ Describe how the clouds change over the week.
- ❖ Predict will the cloud will look the same next week.

L 4.3 :- **Spring and Summer**

- ❖ Plant some seeds in 2 cups of soil and cover with foil.
- ❖ Put 1 cup in warm place and other 1 in cold place.
- ❖ Predict which do you think will grow faster?
- ❖ Compare what happed by checking cups every day.

Assessments

Formative (Throughout)

Student will be able to answer short questions and understand vocabulary words by working on sheet together. Students will be assessed on their homework and classwork

Summative (End of Year) End of Chapter 4 review.
Time Frame/Month Chapter 4: Lesson 1: 1 week Lesson 2: 1 week Lesson 3: 1 week
Resources/Websites(Primary/Secondary) ConnectED.com Youtube.com BrainpopJr.com
Textbook Name (Chapters/Pages) McGrawHill -New York Science 1st grade

CURRICULUM MAP

Name of Teacher **MUNJINA HOQ**

Subject **SCIENCE**

Month **FEBRUARY 2021**

Unit/Theme

Chapter 4: Change in Weather

Lesson 4: **Fall and winter.**

Chapter 5: The Sky

Lesson 1: **The sky above**

Enduring Understandings

Student will be able to:-

L 4.4:- **Fall and winter.**

- ❖ Describe weather conditions in fall and winter.
- ❖ Explain how fall and winter affect plants and animals.

L 5.1:- **The sky above**

- ❖ Describe the sun and star.
- ❖ Explain why the sun is important.

Essential Questions

L 4.4:- **Fall and winter.**

- ❖ What are fall and winter like?
- ❖ What happens to animals and plants in fall?
- ❖ What happens to animals and plants in winter?
- ❖ What happens to the leaves in fall and winter?
- ❖ Why the air is cooler in the fall?
- ❖ How do animals prepare for winter?
- ❖ Why does some plants die in winter?

L 5.1:- **The sky above**

- ❖ How does the sky seem to change?
- ❖ How would describe stars?
- ❖ How does the sun help us on earth?
- ❖ What is the relationship between the sun and the temperature?
- ❖ How does sunlight affect temperature?

- ❖ What can you see only in the night sky?
- ❖ What can you do to see as many stars as possible?

Activities

Student will:-

L 4.4:- **Fall and winter.**

- ❖ Explore how do cloths keep us warm.
- ❖ Fill 2 jars with warm water and wrap 1 with thick cloth.
- ❖ Predict which jar will stay warmer.
- ❖ Measure the temperature in each jar and record result.

L 5.1:- **The sky above**

- ❖ Explore how sun affects temperature.
- ❖ Predict if the temperature will be warmer in shade or sunlight.
- ❖ Record their data.
- ❖ Compare the temperature in each location after an hour.

Assessments

Formative (Throughout)

Student will be able to answer short questions and understand vocabulary words by working on sheet together. Students will be assessed on their homework and classwork.

Summative (End of Year)

End of Chapter 4 Test.

Time Frame/Month

Chapter 4:

Lesson 4: 1.5 week

Chapter 5:

Lesson 1: 1 week

Review and Test: 1 week

Resources/Websites(Primary/Secondary)

ConnectED.com

Youtube.com

BrainpopJr.com

Textbook Name (Chapters/Pages)

McGrawHill -New York Science 1st grade

CURRICULUM MAP

Name of Teacher **MUNJINA HOQ**

Subject **SCIENCE**

Month **March 2021**

Unit/Theme

Chapter 5: The Sky

- ❖ Lesson 2: Day and Night
- ❖ Lesson 3: The Moon and Stars

Enduring Understandings

Student will be able to:-

L 5.2:- Day and Night

- ❖ Identify how earth rotates to make day and night?
- ❖ Explain how shadows change as earth moves?

L 5.3:- The Moon and Stars

- ❖ Observe the moon and its phases as it orbits Earth.
- ❖ Recognize that the sun is the closest star to Earth.

Essential Questions

L 5.2:- Day and Night

- ❖ What are some words that describe daytime and nighttime?
- ❖ How are day and night the same and different?
- ❖ How does day change to night?
- ❖ Why do you think the sky gets dark each night?
- ❖ Why can't we see the sun at night?
- ❖ How does Earth's motion cause day and night?
- ❖ Why can we see sunlight during the day?
- ❖ Why does the Sun appear to move in the sky?
- ❖ Why does the Sun seem to change position?

L 5.3:- The Moon and Stars

- ❖ What does the Moon look like?

- ❖ What do Stars look like?
- ❖ Where do you see the Moon and Stars?
- ❖ Where does the Moon light come from?
- ❖ How do we see the Moon at night?
- ❖ How does the night sky change?
- ❖ What light shines on Earth as it rotates?
- ❖ Why can we see the Moon?
- ❖ What happens as the Moon orbits Earth?

Activities

Student will

L 5.2:- **Day and Night**

- ❖ Explore why can't we see the sun at night.
- ❖ Student will use flash light to see how day and night occur.
- ❖ Predict if you turn around slowly will you be able to see the light?
- ❖ Check and record how the shadows changes as the sun seems to move?

L 5.3:- **The Moon and Stars**

- ❖ Explore how do we see the Moon at night?
- ❖ Make a model with white ball and flush light to see if it's easy to see the Moon at night?
- ❖ Draw conclusion to see where does the Moon light come from?
- ❖ Investigate to see what will happened if the Moon were a different color?

Assessments

Formative (Throughout)

Student will be able to answer short questions and understand vocabulary words by working on sheet together. Students will be assessed on their homework and classwork

Summative (End of Year)

End of Chapter 5 Test.

Time Frame/Month

Chapter :

Lesson 2: 1.5 week

Lesson 3: 1.5 week

Review and Test: 1 week

Resources/Websites(Primary/Secondary)

ConnectED.com

Youtube.com

BrainpopJr.com

Textbook Name (Chapters/Pages)

McGrawHill -New York Science 1st grade

CURRICULUM MAP

Name of Teacher **MUNJINA HOQ**

Subject **SCIENCE**

Month **APRIL 2021**

Unit/Theme

Chapter 6: Using Earth's Resources

- ❖ Earth Day: Earth day Project
- ❖ Lesson 1: **Earth's Resources**
- ❖ Lesson 2: **Building Shelters**

Enduring Understandings

Student will be able to :-

Earth Day:

- ❖ Create a poster for Earth day.
- ❖ Explain how we can make our Earth a better place.

L 6.1:- **Earth's Resources**

- ❖ Identify living and nonliving natural resources.
- ❖ Identify human made materials and describe their properties.

L 6.2:- **Building Shelters**

- ❖ Explain how animals use tools and different materials to build shelters.

Essential Questions

Earth day project:

- ❖ How can we protect our home planet?
- ❖ Why Earth is so special?
- ❖ How can we love our Earth?

L 6.1:- **Earth's Resources**

- ❖ What kind of things come from plants?
- ❖ What kind of things comes from animals?

- ❖ What other kind of things comes from neither a plant nor an animal?
- ❖ What are things that are made by people and are not found in nature?
- ❖ How are natural resources and human made materials different?
- ❖ What are some natural resources you use every day?
- ❖ Is cotton a natural resources or human made?

L 6.2:- Building Shelters

- ❖ What are shelter?
- ❖ What can we use to build an animal shelter?
- ❖ How do animals build shelter?

Activities

Student will:-

Earth day Project:

- ❖ Create a poster to represent how to protect our earth.
- ❖ Present their poster in front of their Class.
- ❖ Explain how they create the poster.

L 6.1:- Earth's Resources

- ❖ Explore what things are made from?
- ❖ Classify which objects are make from plant and animals.
- ❖ Make a list of the objects are made from animals and plant.
- ❖ Observe the difference between human-made and natural objects.

L 6.2:- Building Shelters

- ❖ Explore what can we use to build an animals shelter?
- ❖ Identify if the materials are made by natural resources or human-made.

Assessments

Formative (Throughout)

Student will be able to answer short questions and understand vocabulary words by working on sheet together. Students will be assessed on their homework and classwork.

Summative (End of Year)

End of Chapter 6 review.

Time Frame/Month

Chapter :

Lesson 1: 2weeks

Lesson 2: 1 week

Earth Day Project: 1 week

Resources/Websites(Primary/Secondary)

ConnectED.com

Youtube.com

BrainpopJr.com

Textbook Name (Chapters/Pages)

McGrawHill -New York Science 1st grade

CURRICULUM MAP

Name of Teacher **MUNJINA HOQ**

Subject **SCIENCE**

Month **MAY 2021**

Unit/Theme

Chapter 6: Using Earth's Resources

❖ Lesson 2: **Building Shelters**

Planting Project: Plant seed

Planting: How do we plant a seed?

Enduring Understandings

Student will be able to:

L 6.2:- **Building Shelters (Continue)**

❖ Compare different types of animals shelters in terms of the tools and materials animals use to build them.

Planting Project: **Plant seed**

❖ Observe how seeds grow over time.

❖ Present their plant after 3 weeks and do presentation.

Planting: **How do we plant a seed?**

❖ Students will learn proper seed spacing for planting in the garden.

Essential Questions

L 6.2:- **Building Shelters (Continue)**

❖ What is a bird shelter?

❖ How might a bird build a shelter?

❖ Why does a bird build a shelter?

❖ How do beavers build their lodges?

❖ What materials bird use for its nest?

Planting Project: **Plant seed**

❖ What seed do you want to plant?

❖ Why did you pick that seed?

❖ What tools do you need to plant a seed?

Planting: **How do we plant a seed?**

- ❖ What is the first step of planting?
- ❖ How will you take care of a plant?
- ❖ What is the second step of planning?
- ❖ Do plants need sunlight and water?
- ❖ How will you observe your plant?

Activities

Student will:-

L 6.2:- **Building Shelters (Continue)**

- ❖ Classify which items are natural resources.
- ❖ Which items are human made.
- ❖ Explore what other materials they could use to build a shelter for pill bugs.

Planting Project: **Plant seed**

- ❖ Pick a flower or vegetable seed for planting.
- ❖ They will write the steps of planting in the project paper.
- ❖ Student will list the stuff and tools they'll use for planting.

Planting: **How do we plant a seed?**

- ❖ Work with their parents to plant a seed for the project.
- ❖ Write down the name of the plant.
- ❖ Observe the plant every 2/4 days and fill out the paper.
- ❖ Take care of their plant and do presentation on 5/31/21.

Assessments

Formative (Throughout)

Student will be able to answer short questions and understand vocabulary words by working on sheet together. Students will be assessed on their homework and classwork.

Summative (End of Year)

End of Chapter 6 Test. End of Science Curriculum.

Time Frame/Month

Chapter : 6

Lesson 2: 1 week

Planting project: 1/2 week

Planting: 1 week
Review and Chapter 6 Test: ½ week

Resources/Websites(Primary/Secondary)

ConnectED.com

Youtube.com

BrainpopJr.com

Textbook Name (Chapters/Pages)

McGrawHill -New York Science 1st grade

Curriculum Map

Name of Teacher Munjina Hoq

Subject Science

Month June 2021

Unit/Theme

Enduring Understandings

Essential Questions
Activities
Assessments
Formative (Throughout)
Summative (End of Year)
Time Frame/Month
Resources/Websites(Primary/Secondary)
Textbook Name (Chapters/Pages)