

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide
Date Revised: 6/01/15

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| Grade Level: 1st | Subject: Science | Time: 2015-2016 | Core Text: |
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| Time | Strand: | Concept: | Skills (Verbs) | Standards | Assessments |
|-------------|---------------------------|--|--|--|--------------------|
| Q1-4 | Strand 1: Inquiry Process | Concept 1: Observations, Questions, and Hypotheses | <ul style="list-style-type: none"> ● Compare common objects using multiple senses ● Ask questions based on experiences with objects, organisms, and events in the environment ● Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., animal life cycles, physical properties, Earth materials) | S1C1PO1 S1C1PO2 S1C1PO3 | |
| Q1-4 | Strand 2: Inquiry Process | Concept 2: Scientific Testing (Investigating and Modeling) | <ul style="list-style-type: none"> ● Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry ● Participate in guided investigations in life, physical, and Earth and space sciences ● Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (US customary units) ● Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper) | S1C2PO1 S1C2PO2 S1C2PO3 S1C2PO4 | |
| Q1-4 | Strand 1: Inquiry Process | Concept 3: Analysis and | <ul style="list-style-type: none"> ● Organize (e.g., compare, classify, and sequence) objects, organisms, and | S1C3PO1 | |

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| | | Conclusions | <p>events according to various characteristics</p> <ul style="list-style-type: none"> • Compare the results of the investigation to predictions made prior to the investigation | S1C3PO2 | |
| Q1-4 | Strand 1: Inquiry Process | Concept 4: Communication | <ul style="list-style-type: none"> • Communicate the results of an investigation using pictures, graphs, models, and/or words • Communicate with other groups to describe the results of an investigation | S1C4PO1 S1C4PO2 | |
| Q1 | Strand 5: Physical Science | Concept 1: Properties of Objects and Materials | <ul style="list-style-type: none"> • Classify objects by the following observable properties: <ul style="list-style-type: none"> * shape * texture * size * color * weight • Classify materials as solids or liquids | S5C1PO1 S5C1PO2 | |
| Q1 | Strand 5: | Concept 2: Position and Motion of Objects | <ul style="list-style-type: none"> • Demonstrate the various ways that objects can move (e.g., straight line, zigzag, back-and-forth, round-and-round, fast, slow) | S6C3PO1 | |
| Q2 | Strand 2: History and Nature Science | Concept 1: History of Science as a Human Endeavor | <ul style="list-style-type: none"> • Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life • Identify how diverse people and/or cultures, past and present, have made | S2C1PO1 S2CPO2 | |

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| | | | important contributions to scientific innovations (e.g., Sally Ride, scientist; Neil Armstrong, astronaut, engineer) | | |
| Q3 | Strand 4: Life Science | Concept 3: Characteristics of Organisms | <ul style="list-style-type: none"> ● Identify the following as characteristics of living things <ul style="list-style-type: none"> * growth and development * reproduction * response to stimulus ● Compare the following observable features of living things: <ul style="list-style-type: none"> * movement - legs, wings * protection - skin, feathers, tree bark * respiration - lungs, gills * support - plant stems, tree trunks ● Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals | S4C1PO1 S4C1PO2 S4C1PO3 | |
| Q3 | Strand 4: Life Science | Concept 2: Life Cycles | <ul style="list-style-type: none"> ● Identify stages of human life (e.g., infancy, adolescence, adulthood) ● Identify similarities and differences between animals and their parents | S4C2PO1 S4C2PO2 | |
| Q3 | Strand 4: Life Science | Concept 3: Organisms and Environments | <ul style="list-style-type: none"> ● Identify some plants and animals that exist in the local environment ● Compare the habitats (e.g., desert, forest, prairie, water, groundwater) in which plants and animals live ● Describe how plants and animals within a habitat are dependent on each other | S4C3PO1 S4C3PO2 S4C3PO3 | |
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| Q4 | Strand 3: Science and Personal and Social Perspectives | Concept 2: Science and Technology | <ul style="list-style-type: none"> ● Identify various technologies (e.g., automobiles, radios, refrigerators) that people use ● Describe how suitable tools (e.g., magnifiers, thermometers) help make better observation and measurements | S3C2PO1 S3C2PO2 | |
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| Q4 | Strand 6: Earth and Space Science | Concept 1: Properties of Earth Materials | <ul style="list-style-type: none"> ● Describe the following Earth materials <ul style="list-style-type: none"> * rocks * soil * water ● Compare the following physical properties of basic Earth materials: <ul style="list-style-type: none"> * color * texture * capacity to retain water ● Identify common uses (e.g., construction, decoration) of basic Earth materials (e.g., rocks, water, soil) ● Identify the following as being natural resources: <ul style="list-style-type: none"> * air * water * soil * tress * wildlife ● Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives) | S6C1PO1 S6C1PO2 S6C1PO3 S6C1PO4 S6C1PO5 | |
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| Q4 | Strand 6: Earth | Concept 2: | <ul style="list-style-type: none"> ● Identify evidence that the Sun is the | S6C2PO1 | |

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| | and Space Science | Objects i the Sky | <p>natural source of heat and light on the Earth (e.g., warm surfaces, shadows, shade)</p> <ul style="list-style-type: none"> ● Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails) ● Describe observable changes that occur in the sky (e.g., clouds forming and moving, the position of the Moon) | S6C2PO2 | |
| | | | | S6C2PO3 | |
| Q4 | Strand 6: Earth and Space Science | Concept 3: Changes in the Earth and Sky | <ul style="list-style-type: none"> ● Identify the following characteristics of seasonal weather patterns: <ul style="list-style-type: none"> * temperature * type of precipitation * wind ● Analyze how the weather affects daily activities | S6C3PO1 | |
| | | | | S6C3PO2 | |
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