

1st Grade Unit	Major Outcomes	Catholic Identity	Assessments/activities	Resources
Earth Science Rocks and Minerals	<p>S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>S.IP.01.12 Generate questions based on observations.</p> <p>S.IP.01.13 Plan and conduct simple investigations.</p> <p>S.IP.01.14 Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.</p> <p>S.IP.01.15 Make accurate measurements with appropriate (non-standard) units for the measurement tool.</p> <p>S.IP.01.16 Construct simple charts from data and observations.</p> <p>S.IA.01.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.01.13 Communicate and present findings of observations.</p> <p>S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).</p> <p>S.RS.01.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p>	<p>Share ideas and thoughts about God and science topics</p> <p>Understand God created a well-ordered universe.</p> <p>Appreciate God’s creation</p>	<p>Sort rocks by how they feel and how they look.</p> <p>Make rice krispie rocks to indicate minerals in rocks.</p> <p>Soil is made from rock.</p> <p>Rocks are made under pressure – sand, gravel, clay, cookie sheet, books. (layers)</p> <p>Make sandstones - glue water. Show that weather can break down rock. – Soil is broken down rock and soil.</p>	<p>Rocks</p> <p>Fruity Rice Cereal from Kroger, butter, marshmallows.</p> <p>Sand, gravel, clay, cookie sheet, books to show layers in rocks.</p> <p>Sand, glue – sand stones.</p>

	<p>S.RS.01.12 Recognize that science investigations are done more than one time.</p> <p>E.SE.00.11 Identify Earth materials that occur in nature (sand, rocks, soil, water). *</p> <p>E.SE.00.12 Describe how Earth materials contribute to the growth of plant and animal life. *</p> <p>P.PM.01.11 Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.</p>			
<p>Physical Science Light and Sound</p>	<p>S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses.</p> <p>S.IP.01.12 Generate questions based on observations.</p> <p>S.IP.01.13 Plan and conduct simple investigations.</p> <p>S.IP.01.14 Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.</p> <p>S.IP.01.15 Make accurate measurements with appropriate (non-standard) units for the measurement tool.</p> <p>S.IP.01.16 Construct simple charts from data and observations.</p>	<p>Share ideas and thoughts about God and science topics</p> <p>Understand God created a well-ordered universe.</p> <p>Appreciate God’s creation</p>	<p>Become aware of sounds in our environment.</p> <p>Identify objects by the sounds they make.</p> <p>Vibrating objects make sounds.</p> <p>Identify objects that make sounds.</p> <p>Light travels in a straight line.</p> <p>Name three objects that give us light.</p>	<p><u>The Listening Walk</u> by Paul Showers</p> <p>Tuning Forks</p> <p>Musical Instruments – tambourine, drum, triangle</p>

	<p>S.IA.01.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.01.13 Communicate and present findings of observations.</p> <p>S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).</p> <p>S.RS.01.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.01.12 Recognize that science investigations are done more than one time.</p> <p>P.EN.03.11 Identify light and sound as forms of energy.</p> <p>P.EN.03.21 Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light. *</p> <p>P.EN.03.31 Relate sounds to their sources of vibrations (for example: a musical note produced by a vibrating guitar string, the sounds of a drum made by the vibrating drum head).</p> <p>P.EN.03.32 Distinguish the effect of fast or slow vibrations as pitch.</p>			
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<p>Nutrition</p>	<p>S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses. S.IP.01.12 Generate questions based on observations. S.IP.01.13 Plan and conduct simple investigations. S.IP.01.14 Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection. S.IP.01.15 Make accurate measurements with appropriate (non-standard) units for the measurement tool. S.IP.01.16 Construct simple charts from data and observations.</p> <p>S.IA.01.12 Share ideas about science through purposeful conversation. S.IA.01.13 Communicate and present findings of observations. S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).</p> <p>S.RS.01.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p>	<p>Share ideas and thoughts about God and science topics</p> <p>Understand God created a well-ordered universe.</p> <p>Appreciate God’s creation</p> <p>Discover gifts of grace in self</p>	<p>Identify foods in the food groups.</p> <p>Classify foods in the food groups.</p> <p>Identify a healthful benefit of each food group.</p> <p>Plan a nutritious meal</p>	<p>National Dairy Council Pyramid Café Program</p>
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	<p>S.RS.01.12 Recognize that science investigations are done more than one time.</p> <p>1.1 Describe the benefits of eating healthy snacks. 1.2 Describe the benefits of being physically active. 1.3 Describe the health benefits of drinking water, compared to other beverages. 1.4 Classify foods according to the food groups. 1.5 Describe how physical activity, rest, and sleep help a person stay healthy.</p> <p>1.6 Explain the importance of eating a variety of foods from all of the food groups. 1.7 Suggest a food from each of the food groups that could be eaten as a healthy snack.</p>			
<p>Life Science Habitats</p>	<p>S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses. S.IP.01.12 Generate questions based on observations. S.IP.01.13 Plan and conduct simple investigations. S.IP.01.14 Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection. S.IP.01.15 Make accurate measurements with appropriate (non-standard) units for the measurement tool.</p>	<p>Share ideas and thoughts about God and science topics</p> <p>Understand God created a well-ordered universe.</p> <p>Appreciate God’s creation</p> <p>All of creation is interrelated and intertwined with the mind of God.</p> <p>We are responsible to take care of God’s creation</p>	<p>Physical features of habitats aid their survival.</p> <p>Physical features of animals allows them to survive in their habitat.</p>	

<p>S.IP.01.16 Construct simple charts from data and observations.</p> <p>S.IA.01.12 Share ideas about science through purposeful conversation.</p> <p>S.IA.01.13 Communicate and present findings of observations.</p> <p>S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).</p> <p>S.RS.01.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.</p> <p>S.RS.01.12 Recognize that science investigations are done more than one time.</p> <p>L.OL.00.11 Identify that living things have basic needs.</p> <p>L.OL.00.12 Identify and compare living and nonliving things.</p> <p>L.OL.01.13 Identify the needs of animals.</p> <p>L.HE.01.11 Identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young.</p>			
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	L.HE.01.12 Classify young animals based on characteristics that are passed on from parents (for example: dogs/puppies, cats/kittens, cows/calves, chicken/chicks).			