

Science Curriculum Map - Kindergarten

Our Earth- Land, Sea, and Air

Standard(s):

1. Recognize that water, rocks, and living organisms are found on the earth's surface.

2. Understand that air is a mixture of gases that is all around us and that wind is moving.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What do the living and non-living things in the ocean look like and feel like? • What are the properties of rocks, soil and air and where can they be located? 	<ul style="list-style-type: none"> • Earth and Space 	<ul style="list-style-type: none"> • Identify animals found in the ocean • Identify sea animals found in a tide pool • Compare rocks found on land and in the ocean Know that the earth is composed of different types of solid materials (for example: sand, pebbles, rocks, dirt) • Experiment with dirt and water mixed together to make mud • Observe air moving by watching the wind. • Inflate a ball or balloon with a pump. 	<ul style="list-style-type: none"> • Student's use of ocean related scientific vocabulary • Use of scientific vocabulary to describe land, rocks, and soil • Teacher observation 	<ul style="list-style-type: none"> • Classroom libraries with non-fiction and fiction selections with the Ocean as a main topic • Ellen Gotthel /Marine Biologist presentation on the Tide Pools • Collection of rocks, minerals, containers of soil for exploration • Magnifying glasses • Classroom libraries with non-fiction and fiction selections • Discovery Streaming activities • Balloons, air pumps, balls • pinwheels

Science Curriculum Map - Kindergarten

Force and Motion

Standard(s):

3. Describe the various ways that objects can move, such as in a straight line, zigzag, back-and forth, round-and round, fast, and slow.

4. Demonstrate that the way to change the motion of an object is to apply a force (give it a push or pull). The greater the force, the greater the change in the motion of the object.

5. Recognize that under some conditions, objects can be balanced.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are some ways we can make things move? 	<ul style="list-style-type: none"> • Physical Science 	<ul style="list-style-type: none"> • Understand that different things move at different speeds. • Know that the motion of an object can be changed by a push or a pull. • Predict and check how objects can be moved 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Blocks, toy cars, trains, paper airplanes

Science Curriculum Map - Kindergarten

Simple Tools				
Standard(s):				
1:3. Safe and proper use of tools and materials to construct simple structures.				
2:1. Tools and simple machines used for a specific purpose.				
2:2. Human being and animals use parts of the body as tools.				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are simple tools and how do we use them? • How do human beings use parts of their bodies for tools? 	<ul style="list-style-type: none"> • Technology & Engineering 	<ul style="list-style-type: none"> • Demonstrate proper use of classroom learning tools (scissors, pencils, rulers) • Construct simple structures using simple tools • Use a thermometer to record room temp. or temp. outside • Make a fossil print • Experiment with tools 	<ul style="list-style-type: none"> • Teacher observation • Participation in classroom discussion 	<ul style="list-style-type: none"> • Materials available in the classroom both common and new for experimentation

Science Curriculum Map - Kindergarten

Our Weather				
Standard(s): 3. Describe how weather changes from day to day and over the season.				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do changes in weather the weather affect our lives? 	<ul style="list-style-type: none"> • Earth and Space 	<ul style="list-style-type: none"> • Keep a daily weather graph • Compare appropriate clothing needed for different kinds of weather • Tell what kinds of activities you can do in the different seasons because of changes in the weather • Learn to use tools such as a rain gauge, thermometer, or snow stick 	<ul style="list-style-type: none"> • Complete weather graphs • Interpret data from recorded graphs 	<ul style="list-style-type: none"> • Classroom libraries containing non-fiction/fiction weather books. • CD- ROM- LEARN ABOUT EARTH SCIENCE- WEATHER by Sunburst

Science Curriculum Map - Kindergarten

The Sun

Standard(s):

4. Recognize that the sun supplies heat and light to the earth and is necessary for life.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why do we need the sun? 	<ul style="list-style-type: none"> • Earth and Space 	<ul style="list-style-type: none"> • Compare the effects of sun and shade on the same objects (for example: ice, crayons, snow) • Know that the sun is a source of heat • Explore shadows 	<ul style="list-style-type: none"> • Make accurate predictions of the sun's heat/light on living and non-living things • Tell the 3 components necessary to make a shadow 	<ul style="list-style-type: none"> • Classroom libraries with non-fiction and fiction selections with the sky, moon, or sun as the main topic

Science Curriculum Map - Kindergarten

The Daytime and Nighttime Sky

Standard(s):

5. Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What seasonal changes and moon patterns can be observed throughout the year? 	<ul style="list-style-type: none"> • Earth Science 	<ul style="list-style-type: none"> • Know/name some of the objects found in the sky (stars, moon) • Recognize that the moon appears to change shape • Know the basic phases of the moon (full, half, and quarter moon) • Able to tell changes in weather for each season. • Record changes that happen throughout the seasons (for example trees, plants, ponds) • Observe changes in animal patterns in our area 	<ul style="list-style-type: none"> • Picture sequence of the moon's phases • Use of appropriate scientific vocabulary • Teacher observation of class participation and discussion • Observation journals used for record keeping 	<ul style="list-style-type: none"> • CD-Rom LEARN ABOUT EARTH SCIENCE- ASTRONOMY by Sunburst • Classroom libraries with non-fiction and fiction selections with the Seasons as a main topic • Digital camera to take photos of the same tree through the year • Thermometer to record temperature • CD-Rom LEARN ABOUT EARTH SCIENCE- WEATHER by Sunburst

Science Curriculum Map - Kindergarten

Dinosaurs				
Standard(s): 5. Recognize that fossils provide us with information about living things that inhabited the earth years ago.				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How can we use fossils to teach about prehistoric times? 	<ul style="list-style-type: none"> • Life Science 	<ul style="list-style-type: none"> • Dinosaurs were varied in size • Explore characteristics of Herbivores and Carnivores • Dinosaurs evolved over the years • Examine fossils • Explore why the dinosaurs become extinct? 	<ul style="list-style-type: none"> • Teacher observation • Completion of a fossil made in class 	<ul style="list-style-type: none"> • Classroom libraries with non-fiction and fiction related books • In house presentation about dinosaurs—NATURAL DISCOVERIES • Discovery Streaming videos

Science Curriculum Map - Kindergarten

Living things - Plants and Animals

Standard(s):

1. Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
2. Differentiate between living and non living things. Group both living and nonliving things according to the characteristics that they share.
3. Recognize that plants and animals have life cycles, and that life cycles vary for different living things
4. Describe ways in which many plants and animals closely resemble their parents in observed appearance.
7. Recognize changes in appearance that animals and plants go through as the seasons change

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are the characteristics of living things (plants and animals)? • How are animals and plants different and alike from their parents? • What is a life cycle? 	<ul style="list-style-type: none"> • Life Science 	<ul style="list-style-type: none"> • Understand that living things need food, water, and shelter to survive. • Know ways that plants change and grow over time. • Know the main parts of a plant. • Know names for animal offspring (example: puppies, kittens, cubs, calves, chicks, and children) Know the stages of the butterfly's life cycle and related vocabulary. 	<ul style="list-style-type: none"> • Teacher observation • Plant observation journals • Knowledge of plant vocabulary • Knowledge of vocabulary of animal names • Observation journal of a caterpillar to butterfly 	<ul style="list-style-type: none"> • Classroom libraries of non-fiction and fiction related stories. Ex. THE CARROT SEED • CD-ROM Learn about Life • Science PLANTS • Classroom libraries with non-fiction and fiction related books • Caterpillars and butterfly homes to watch the change.

Science Curriculum Map - Kindergarten

Insects				
Standard(s):				
6. Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell and taste				
8. Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light) animals require food, water, air, and shelter.				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do insects work together and help people? 	<ul style="list-style-type: none"> • Life Science 	<ul style="list-style-type: none"> • Explore the “team work” approach of bees and ants. • Know the names of an insects body parts 	<ul style="list-style-type: none"> • Teacher observation • Knowledge of theme related vocabulary. 	<ul style="list-style-type: none"> • Classroom libraries with non-fiction and fiction related books

Science / Health Curriculum Map - Kindergarten

Physical Health				
Standard(s):				
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.				
2.5 Explain the benefits of physical fitness to good health and increased active lifestyle.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are the physical changes that result from participating in various fitness activities? 	<ul style="list-style-type: none"> • Physical Health – Physical Activity & Fitness 	<ul style="list-style-type: none"> • Healthy Foods • Perspiration • Stretching 	<ul style="list-style-type: none"> • Exit Slips • Peer Assessments • Teacher Assessments 	<ul style="list-style-type: none"> • Teacher selected websites - PE Central • Posters and bulletin board displays

Science / Health Curriculum Map – Kindergarten

Social and Mental Health				
Standard(s):				
5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.				
7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What qualities make people special and are these qualities recognizable in others? • How can people show that they accept personal differences? 	<ul style="list-style-type: none"> • Social and Emotional Health – Mental Health and Interpersonal Relationships 	<ul style="list-style-type: none"> • Character Traits <ul style="list-style-type: none"> - Special - Unique • Accepting & Respecting Others 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips • Second Step

Science /Health Curriculum Map - Kindergarten

Safety and Prevention				
Standard(s): 9.1 List rules for fire safety, weapons safety, bus safety and seat belt use where applicable such as home, school community and play and explain why the rules are important.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How should people handle emergencies? 	<ul style="list-style-type: none"> • Safety & Prevention – Safety and Injury Prevention 	<ul style="list-style-type: none"> • Fire Drill • 911 • Emergency Personal • Car and Bus Safety • Lock Down 	<ul style="list-style-type: none"> • Exit Slips • Role Playing 	<ul style="list-style-type: none"> • Posters • Bulletin Boards • Teacher Selected Websites

Science /Health Curriculum Map - Kindergarten

Safety and Prevention				
Standard(s): 9.4 Students will distinguish among safe, unsafe and inappropriate touch				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> •How can one's actions hurt someone physically and emotionally? 	<ul style="list-style-type: none"> •Safety & Prevention – Safety and Injury Prevention 	<ul style="list-style-type: none"> • Appropriate/ Inappropriate Touch • Personal Space and Boundaries 	<ul style="list-style-type: none"> •Exit Slips •Role Playing •Facilitating Activities 	<ul style="list-style-type: none"> • Posters • Bulletin Boards • Teacher Selected Websites

Science Curriculum Map - Grade 1

Seasons

Standard(s):

3. Describe the weather changes from day to day and over the seasons.

5. Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

7. Recognize changes in appearance that animals and plants go through as the seasons change.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are the seasons and how do they change the world around us? • How do the seasons change the way people do things? 	<ul style="list-style-type: none"> • Earth and Space Science 	<ul style="list-style-type: none"> • Identify the seasons and the names of the months • Observe a tree • Make predictions about the world around us • Make observations about the world around us 	<ul style="list-style-type: none"> • Students' daily calendar work • Artwork displaying the changes a tree goes through in each season 	<ul style="list-style-type: none"> • Calendar Books • Houghton Mifflin Reading Program • Audubon Ark • Picturing Writing: Fostering Literacy Through Art

Science Curriculum Map - Grade 1

Solids and Liquids

Standard(s):

1. Sort objects by observable properties such as size, shape, color, weight, and texture.

2. Identify objects and materials as solid, liquid, or gas. Recognize that solids have a definite shape and that liquids and gases take the shape of their container.

3. Describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are solids and liquids and how are they alike and different? 	<ul style="list-style-type: none"> • Physical Sciences 	<ul style="list-style-type: none"> • Identify solids and liquids • Identify the properties of solids and liquids • Compare and contrast solids and liquids • Make predictions • Apply vocabulary • Conduct experiments 	<ul style="list-style-type: none"> • Venn Diagram • Science Journal 	<ul style="list-style-type: none"> • STC Kit • Science Journals

Science Curriculum Map - Grade 1

Health and Nutrition				
Standard(s): 1. Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What is good health and why is it important to have healthy habits? 	<ul style="list-style-type: none"> • Life Science 	<ul style="list-style-type: none"> • Plan a balanced, healthy lunch for Blanchard School • Identify healthy snacks in the classroom • Categorize food into the food groups • Explain and discuss why it is important to have healthy habits 	<ul style="list-style-type: none"> • Food pyramid • Categorization of food into correct food groups • Good Health activity booklet 	<ul style="list-style-type: none"> • Good Health activity booklet • Guest speakers • Food pyramid • Blanchard cafeteria kitchen tour

Science Curriculum Map - Grade 1

Plants and Seeds

Standard(s):

1. Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.
2. Differentiate between living and non-living things. Group both living and non-living things according to the characteristics they share.
3. Recognize that plants and animals have life cycles, that life cycles vary for different living things.
7. Recognize changes in appearance that animals and plants go through as the seasons change.
8. Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air and shelter.)

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are living and non-living things? • What is a plant and what do plants need to grow and be healthy? 	<ul style="list-style-type: none"> • Life Science 	<ul style="list-style-type: none"> • Label the parts of a plant • Distinguish between living and non-living things • Identify what plants need to grow and be healthy • Identify the life cycle of a plant 	<ul style="list-style-type: none"> • Plant Model • Plant Journal • T-Graph 	<ul style="list-style-type: none"> • Plant Journal • Various Literature • Seeds, Soil, and Planters

Science Curriculum Map – Grade 1

Birds

Standard(s):

1. Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

2. Differentiate between living and non-living things. Group both living and non-living things according to the characteristics they share.

3. Recognize that plants and animals have life cycles, that life cycles vary for different living things.

7. Recognize changes in appearance that animals and plants go through as the seasons change.

8. Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air and shelter.)

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What is a bird and what helps a bird survive in its environment? 	<ul style="list-style-type: none"> • Life Science 	<ul style="list-style-type: none"> • Identify the parts of a bird • Identify the ways in which a bird's habitat provides for its basic needs 	<ul style="list-style-type: none"> • Bird Station Activities 	<ul style="list-style-type: none"> • Bird Stations • Various Literature • Videos • Drumlin Farm Visit

Science /Health Curriculum Map –Grade 1

Physical Health				
Standard(s): 3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, moderation to plan healthy meals and snacks				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> •What are some healthy choices people can make? 	<ul style="list-style-type: none"> •Physical Health – Nutrition 	<ul style="list-style-type: none"> •Healthy Foods <ul style="list-style-type: none"> - Fruits - Vegetables • Exercise • Healthy Relationships 	<ul style="list-style-type: none"> •Teacher / Group Discussions •Exit Slips •Facilitating Activities 	<ul style="list-style-type: none"> •Teacher Selected websites •Textbooks •Posters •Bulletin Boards

Science /Health Curriculum Map – Grade 1

Physical Health				
Standard(s):				
1.1 Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, digestive, endocrine, and excretory systems)				
1.2 Identify behaviors and environmental factors that influence functioning of body systems				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> •What functions do bones and muscles perform and how can people care for them to prevent injury? 	<ul style="list-style-type: none"> •Physical Health – Growth and Development 	<ul style="list-style-type: none"> •Bones •Joints •Muscles •Healthy Body Systems 	<ul style="list-style-type: none"> •Teacher / Group Discussions •Exit Slips •Facilitating Activities •Teacher Assessments 	<ul style="list-style-type: none"> •Teacher Selected websites •Textbooks •Posters •Bulletin Boards •Video Clips

Science / Health Curriculum Map – Grade 1

Social and Mental Health				
Standard(s):				
5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.				
5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions				
7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do choices people make affect their interactions with others? 	<ul style="list-style-type: none"> • Social and Emotional Health - Mental Health and Interpersonal Relationships 	<ul style="list-style-type: none"> • Cooperation • Sharing • Consequences • Decision Making 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips • Second Step

Science /Health Curriculum Map – Grade 1

Safety and Prevention				
Standard(s):				
8.1 Describe how the body fights germs and disease naturally and with medicines and immunizations.				
8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness.				
8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct hand washing, regular bathing and washing clothes)				
8. 4 Identify tooth functions and causes of tooth decay and apply proper dental health skills (such as choosing healthy tooth snacks, brushing and flossing)				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What actions should people take to prevent the spread of diseases and illness? 	<ul style="list-style-type: none"> • Safety & Prevention – Disease Prevention and Control 	<ul style="list-style-type: none"> • Hand Washing • Skin Protection • Bathing • Dental Hygiene 	<ul style="list-style-type: none"> • Exit Slips • Role Playing • Facilitating Activities 	<ul style="list-style-type: none"> • Posters • Bulletin Boards • Teacher Selected Websites • Health Promotions – School Nurse

Science /Health Curriculum Map – Grade 1

Safety and Prevention				
Standard(s): 9.2 Name persons and community helpers(such as police officers, fire fighters, and emergency personnel who can be contacted to help with health with health, safety and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Who do people seek for help or advice in their community? 	<ul style="list-style-type: none"> • Safety & Prevention – Safety and Injury Prevention 	<ul style="list-style-type: none"> • Seeking Help • Counselors • Parental Support 	<ul style="list-style-type: none"> • Exit Slips • Role Playing • Teacher/ Group Discussions 	<ul style="list-style-type: none"> • Posters • Bulletin Boards • Teacher Selected Websites • Health Promotions – School Nurse

Science / Health Curriculum Map – Grade 1

Safety and Prevention				
Standard(s):				
9.2: Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency.				
9.5: Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Who should people seek for help when an emergency arises and what actions should they take? 	<ul style="list-style-type: none"> • Safety and Prevention – Safety and Injury Prevention 	<ul style="list-style-type: none"> • Consequences • Decision making • Emergency Personal • Asking for Help 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips

Science Curriculum Map - Grade 2

Weather

Standard(s):

2. Understand that air is a mixture of gases that is all around us and that wind is moving air.

3. Describe the weather changes from day to day and over the seasons.

4. Recognize that the sun supplies heat and light to the earth and is necessary for life.

5. Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What makes weather? 	<ul style="list-style-type: none"> • Earth and Space 	<ul style="list-style-type: none"> • Understand that temperature changes make weather • Recognize temperature's affect on the water cycle • Identify the role of evaporation, condensation and precipitation in the water cycle • Recognize there are variations in temperature around the world • Recognize how changes in temperature create global warming • Understand how people create global warming 	<ul style="list-style-type: none"> • Teacher created water cycle assessment • Temperature line graph • Maps assessment utilized to locate the warmer regions around the equator and the colder regions in the poles • Students' individual goal to make a global change (shut out lights, recycle, pick up trash, spread the word) 	<ul style="list-style-type: none"> • Reason for Seasons: Science Discovery Program • Picturing Writing (Time of Day & Weather) • STC science kit (changes in matter – water cycle experiment) • Second grade classroom library of weather picture and trade books • Daily observations of weather • Daily record of outside temperature • Globe and flashlight experiment to demonstrate warmer and colder climates and the reason for seasons • BrainPOP Junior • Discovery Streaming

Science Curriculum Map - Grade 2

Animal adaptations				
Standard(s):				
6. Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.				
7. Recognize changes in appearance that animals and plants go through as the seasons change.				
8. Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do animals survive? 	<ul style="list-style-type: none"> • Life Science 	<ul style="list-style-type: none"> • Identify how plants and animals live together (ecology) • Recognize how the tilt of the Earth's axis creates the seasons • Recognize how animals survive during winter (hibernate, migrate, adapt or stay and die) 	<ul style="list-style-type: none"> • Animal reports and triarama habitats 	<ul style="list-style-type: none"> • Houghton Mifflin Nature Walk Theme 2 and Amazing Animals Theme 4 • Reason for Seasons: Science Discovery Program • Various animal books from the Blanchard and the Boxborough library • Pond observations • BrainPOP Junior • Discovery Streaming

Science Curriculum Map - Grade 2

Changes in Matter

Standard(s):

2. Identify objects and materials as solid, liquid, or gas. Recognize that solids have a definite shape and that liquids and gases take the shape of their container.

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are the states of matter and how do they change? 	<ul style="list-style-type: none"> • Physical Sciences 	<ul style="list-style-type: none"> • Observe and describe changes • Identify that substances can be classified as solids, liquids or gases and that substances can change their state of matter • Understand that solids, liquids, and gases can be described by their properties • Test how mixtures can be separated • Observe how mixtures can change their appearance but remain the same substance • Observe how dissolved solids (salt, sugar) can be recovered through evaporation • Understand how the size of particles, temperature and speed of stirring can affect how quickly a substance dissolves • Identify that mixing substances can create a chemical reaction • Use the scientific method to observe and describe changes 	<ul style="list-style-type: none"> • Cut and paste sorting sheet of solids, liquids and gases • Teacher created assessments (cover vocabulary and include quick writes and a unit test) • Ongoing informal assessments built into the STC program • Baking activity to demonstrate a chemical reaction 	<ul style="list-style-type: none"> • Big Book: "To Be a Scientist" • Big Book: "Matter" • STC Changes kit • BrainPOP Junior • United Streaming

Science / Health Curriculum Map - Grade 2

Physical Health				
Standard(s):				
3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows				
3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Using the USDA Food Guide Pyramid, what key nutrients will support healthy body systems? 	<ul style="list-style-type: none"> • Physical Health – Nutrition 	<ul style="list-style-type: none"> • Food Labels • Heart Healthy Foods • Exercise • Food Pyramid • Eating a variety of foods 	<ul style="list-style-type: none"> • Exit Slips • Peer Assessments • Teacher Assessments • Cross Curricular Activities 	<ul style="list-style-type: none"> • MyPyramid.gov • Pcentral.com • Posters • Text Books

Science / Health Curriculum Map – Grade 2

Social and Emotional Health				
Standard(s):				
5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What behavioral traits promote a healthy and safe lifestyle? 	<ul style="list-style-type: none"> • Social and Emotional Health – Mental Health 	<ul style="list-style-type: none"> • Healthy Behaviors • Positive Personal Qualities • Emotions • Honesty • Trust 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips • Second Step

Science / Health Curriculum Map – Grade 2

Social and Emotional Health				
Standard(s):				
5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings.				
5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do people express feelings in a constructive manner? 	<ul style="list-style-type: none"> • Social and Emotional Health – Mental Health 	<ul style="list-style-type: none"> • Stress • Stress Management Techniques • Expressing Emotions 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites • Journals • Video Clips • Second Step

Science / Health Curriculum Map – Grade 2

Safety and Prevention				
Standard(s):				
11.3 Differentiate between one's personal rights and those of others and use communication and problem solving to set personal boundaries, resolve conflicts, and develop positive relationships in the school				
11.4 Identify helping resources regarding violence in the school in the school and community, such as counselors, neighbors, law enforcement and members of the faith based groups.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How can people prevent unwanted touch and what resources can one seek as a result of physical or mental abuse 	<ul style="list-style-type: none"> • Safety and Prevention – Violence Prevention 	<ul style="list-style-type: none"> • Emergency Personal • Asking for Help • Refusal Skills • Support Personal 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips • Second Step

Science Curriculum Map - Grade 3

Nutrition

Standard(s):

3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.

3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.

3.4 Identify heredity, diet, and physical activity as key factors in body shape and size.

Essential Question	Strand	Concepts /Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What makes a balanced diet, and why is eating one important? • What are benefits of physical activity? 	<ul style="list-style-type: none"> • Comprehensive Health 	<ul style="list-style-type: none"> • Identify the five food groups and corresponding foods • Read and analyze food labels • Recognize unhealthy eating habits • Identify the benefits of healthy eating • Identify the benefits of physical activity 	<ul style="list-style-type: none"> • Food pyramid • Science notebook • Nutritious Food Collage • Food and activity journal 	<ul style="list-style-type: none"> • Too Much Junk Food by Stan Berenstain • Food For Life by Kathleen Kudlinski • McGraw Hill Science text • Fun with Fruit and Vegetables published by the Dole Food Co. • Food Pyramid Bingo • Food models • Interactive websites • Discovery Streaming and various videos • To the Max DVD

Science Curriculum Map - Grade 3

Magnets and Electricity

Standard(s):

6. Recognize that electricity in circuits requires a complete loop through which an electrical current can pass, and that electricity can produce light, heat, and sound.

7. Identify and classify objects and materials that conduct electricity and objects and materials that are insulators of electricity.

8. Explain how electromagnets can be made, and give examples of how they can be used.

9. Recognize that magnets have poles that repel and attract each other.

10. Identify and classify objects and materials that a magnet will attract and objects and materials that a magnet will not attract.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What is electricity, and how does it impact life? • How do magnets work, and how are they used? • How are magnets and electricity related? 	<ul style="list-style-type: none"> • Physical Sciences 	<ul style="list-style-type: none"> • Make hypothesis • Explore properties of permanent magnets • Measure the force of attractions between magnets • Build and compare simple circuits • Identify essential components of an electric circuit • Demonstrate evidence of the flow of electricity 	<ul style="list-style-type: none"> • Hands-on lab investigations • Graphic organizers • Open-ended responses • Writing prompts • Small group and partner activities • Teacher observations • Teacher created quizzes 	<ul style="list-style-type: none"> • Delta Education's Full Option Science System • McGraw Hill Science text • Interactive websites • Discovery Streaming and various videos • Posters

Science Curriculum Map - Grade 3

Living Things				
Standard(s):				
1. Classify animals according to the physical characteristics that they share.				
3. Recognize that plants and animals go through predictable life cycles that include birth, growth, development, reproduction, and death.				
4. Describe the major stages that characterize the life cycle of the frog and butterfly as they go through metamorphosis.				
5. Differentiate between observed characteristics of animals that are fully inherited (e.g., color of eyes) and characteristics that are affected by the climate or environment				
6. Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive, e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color.				
7. Give examples of how changes in the environment (drought, cold) have caused some animals to die or move to new locations (migration).				
8. Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment. Recognize that some animal behaviors are instinctive (e.g., turtles burying their eggs), and others are learned (e.g., humans building fires for warmth, chimpanzees learning how to use tools).				
9. Recognize animal behaviors, such as the way that many animals can survive harsh environments because of seasonal behaviors, e.g., in winter, some animals hibernate, and other animals migrate.				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are key differences between living and non-living things? • How do organisms respond to changes in their environment? • How do organisms change over time? 	<ul style="list-style-type: none"> • Life Science (Biology) 	<ul style="list-style-type: none"> • Observe and record details of the life cycles of organisms • Explore how organisms adapt to their habitats • Use measuring devices to gather quantitative data to record, examine, interpret, and communicate • Explore questions that arise from observations 	<ul style="list-style-type: none"> • Teacher Observations • Graphic organizers • Open-ended responses • Writing prompts • Hands-on field work investigations • Teacher created quizzes 	<ul style="list-style-type: none"> • Go Facts Science texts published by Newbridge • McGraw Hill Science text • Interactive videos • Tools and supplies • Microscopes • Various trade books • Audubon Society field study • “Habitat is Where It’s At” workshop

Science / Health Curriculum Map – Grade 3

Physical Health				
Standard(s):				
1.1 Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, digestive, endocrine, and excretory systems)				
1.2 Identify behaviors and environmental factors that influence functioning of body systems				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are the major body organs and what systems do they belong to? • How does exercise affect each body system? 	<ul style="list-style-type: none"> • Physical Health – Growth and Development 	<ul style="list-style-type: none"> • Major Body Organs <ul style="list-style-type: none"> - Heart - Lungs - Brain - Liver - Intestines - Stomach - Liver • Body Systems • Exercise 	<ul style="list-style-type: none"> • Exit Slips • Peer Assessments • Teacher Assessments • Group Discussions • Facilitating activities 	<ul style="list-style-type: none"> • Teacher selected websites <ul style="list-style-type: none"> - PE Central • Posters and bulletin board displays • Video Clips

Science / Health Curriculum Map – Grade 3

Physical Health				
Standard(s):				
3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows				
3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks				
3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What nutrients are good for the human body and what foods are they found in? 	<ul style="list-style-type: none"> • Physical Health – Nutrition 	<ul style="list-style-type: none"> • Nutrients • Exercising • Influences on food choices • Food Variety • Food Labels 	<ul style="list-style-type: none"> • Exit Slips • Peer Assessments • Teacher Assessments • Cross Curricular Activities 	<ul style="list-style-type: none"> • MyPyramid.gov • Pcentral.com • Posters • Text Books

Science / Health Curriculum Map – Grade 3

Social and Emotional Health				
Standard(s):				
5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings				
5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • In what ways do people value their personal health physically and emotionally? 	<ul style="list-style-type: none"> • Social and Emotional Health – Mental Health 	<ul style="list-style-type: none"> • Healthy Choices • Goal Setting • Valuing Health • Self Control 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips

Science / Health Curriculum Map – Grade 3

Social and Emotional Health				
Standard(s):				
7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are positive qualities or characteristics that people look for in their friends? 	<ul style="list-style-type: none"> • Social and Emotional – Interpersonal Relationships 	<ul style="list-style-type: none"> • Characteristics of a good friend 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips • Second Step

Science / Health Curriculum Map – Grade 3

Social and Emotional Health				
Standard(s):				
7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups				
7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do people communicate effectively and how can they use these skills to resolve conflict? 	<ul style="list-style-type: none"> • Social and Emotional – Interpersonal Relationships 	<ul style="list-style-type: none"> • Eye Contact • Body Language • Tone • Characteristics of a good friend • Verbal/Non-Verbal conversations 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips • 2nd Step

Science /Health Curriculum Map – Grade 3

Safety and Prevention				
Standard(s): 9.1 List rules for fire safety, weapons safety, bus safety, and seat belt use where applicable, such as at home, school, community, and play and play and explain why the rules are important.				
9.3 Describe personal responsibility for reducing hazards and avoiding accidents.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How can people stay safe indoors/outdoors and which behaviors should one use to reduce the possibility of injury? 	<ul style="list-style-type: none"> • Safety and Prevention – Safety and Injury Prevention 	<ul style="list-style-type: none"> • Water safety • Playground safety • Street safety • Using protective equipment • Playing in safe areas • Staying away from hazards 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips

Science Curriculum Map - Grade 4

Plant Growth and Development

Standard(s):

1. Classify plants according to the physical characteristics they share.
2. Identify the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection.
3. Recognize that plants go through predictable life cycles that include germination, growth, development, reproduction, and death.
9. Recognize plant behaviors, such as the way seedlings' stems grow toward light and their roots grow downward in response to gravity.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are the different ways plants may be classified? • What are the different structures in plants and how do they function? • What are the stages in a plant's development? • How do plants respond to external stimuli such as gravity, light, and water? 	<ul style="list-style-type: none"> • Life Science (Biology) 	<ul style="list-style-type: none"> • Sort and classify seeds and plants according to physical characteristics • Observe plant/pollinator interaction and seed dispersal methods • Grow plants from seed • Document the complete life cycle of the plant. • Describe emergence of structures and the functions of these structures. • Record changes in height over time • Graph the data • Conduct plant investigations to explore geotropism, hydrotropism, and phototropism 	<ul style="list-style-type: none"> • Teacher-created tests • Hands-on lab investigations • Seed dispersal poster 	<ul style="list-style-type: none"> • STC Plant Growth and Development kit • Plant Grow labs • NGS video disc on plants • Assorted multimedia: • Bill Nye DVD's, Magic School Bus DVD's, BrainPOP movies, Discovery Streaming videos • 3-D plant models • Assorted living plants and seed collections • Assorted plant trade books • Posters and bulletin board displays

Science Curriculum Map - Grade 4

Light and Sound

Standard(s):

4. Identify the basic forms of energy (light & sound).

11. Recognize that sound is produced by vibrating objects and requires a medium through which to travel. Relate the rate of vibration to the pitch of the sound.

12. Recognize that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How are light and sound produced? • What are the properties of light and sound and how do they both travel? • How do light and sound waves respond to changes? • How is light reflected, refracted, and absorbed? 	<ul style="list-style-type: none"> • Physical Science 	<ul style="list-style-type: none"> • Experiment with light and sound waves to see how they travel • Examine how light bends as it travels through different mediums: water, plastic, etc. • Examine various materials that reflect, refract, and absorb light waves • Examine opaque, translucent and transparent materials and how they interact with light waves • Examine how sound waves travel, bounce off objects and get absorbed • Compare and contrast properties of light and sound waves. • Identify the attributes of sound: amplitude, pitch, frequency, wavelength, etc. 	<ul style="list-style-type: none"> • Teacher-created tests • Hands-on lab investigations • Discovery Streaming Video Quizzes 	<ul style="list-style-type: none"> • Assorted Acrylic Prisms • Bill Nye DVDs, BrainPOP movies, The Way Things Work DVDs, Discovery Streaming videos • Tom Snyder's Science Court-Sound • Tuning Forks, Wave Demonstrators • Assorted Lenses, Mirrors, and Periscopes • Flashlights • Water Prisms • Diffraction Glasses • 3-D Eye & Ear Models • Light & Sound trade books • Interactive science websites • Posters and bulletin board displays

Science Curriculum Map - Grade 4

Rocks and Minerals

Standard(s):

1. Give a simple explanation of what a mineral is and some examples, e.g., quartz, mica.

2. Identify the physical properties of minerals (hardness, color, luster, cleavage, and streak), and explain how minerals can be tested for these different physical properties.

3. Identify the three categories of rocks (metamorphic, igneous, and sedimentary) based on how they are formed, and explain the natural and physical processes that create these rocks.

12. Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How are the different rocks and minerals that make up Earth formed and what physical properties are used to them? • How are rocks used and why are they important to people • What are the slow processes that continually change the geological makeup of Earth? 	<ul style="list-style-type: none"> • Earth Science 	<ul style="list-style-type: none"> • Classify rocks and minerals according to physical attributes • Test for various physical and chemical properties of rocks and minerals • Examine different classifications of rocks based on the way they were formed. • Compare and contrast rocks and minerals by various physical properties, including luster, hardness, streak mark, and reaction to acid • Identify uses of rocks and minerals in the world 	<ul style="list-style-type: none"> • Teacher-created tests • Hands-on lab investigations • Discovery Streaming Video Quizzes 	<ul style="list-style-type: none"> • Assorted Rock & Mineral specimens • Bill Nye DVDs, BrainPOP movies, Discovery Streaming videos • Streak plates, magnifying glasses, steel nails, vinegar • Sedimentators • 3-D rock displays • Assorted rock trade books • Posters and bulletin board displays

Science Curriculum Map - Grade 4

Technology & Engineering: Simple Machines

Standard(s):

1.1 Identify materials used to accomplish a design task based on a specific property, e.g., strength, hardness, and flexibility.

1.2 Identify relevant design features (e.g., size, shape, weight) for building a prototype of a solution to a given problem.

1.3 Identify and explain the difference between simple and complex machines, e.g., hand can opener that includes multiple gears, wheel, wedge, gear, and lever.

Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do simple machines help us do work? • What are the differences between simple and compound machines and how do these machines help people do work? • How are simple machines important to people in their everyday lives? 	<ul style="list-style-type: none"> • Technology and Engineering 	<ul style="list-style-type: none"> • Define work and mechanical advantage • Construct working prototype models of simple machines to investigate how to increase speed, decrease speed, and change the direction of rotary motion • Make refinements to prototype models to accomplish more advanced tasks • Design and build models of compound machines which accomplish given tasks • Examine various resources and judge their suitability as building materials 	<ul style="list-style-type: none"> • Teacher-created tests • Hands-on lab investigations • Discovery Streaming Video Quizzes 	<ul style="list-style-type: none"> • Lego Dacta Kits: Wheels & Axles • Lego Dacta Kits: Pulleys • Lego Dacta Kits: Levers • Lego Dacta Kits: Gears • Lego Dacta Kits: Motorized Simple Machines • Gears! Gears! Gears! Building Sets • Bill Nye DVDs, BrainPOP movies, NGS Videos, The Way Things Work DVDs, Discovery Streaming videos • Tom Snyder's Science Court-Simple Machines & Work • NGS Simple Machines trade books • Interactive science websites • Posters and bulletin board displays

Science Curriculum Map - Grade 4

Solar System				
Standard(s):				
13. Recognize that the Earth is part of a system called the “solar system” that includes the sun (a star), planets, and many moons. The earth is the third planet from the sun in our solar system.				
14. Recognize that the Earth revolves around (orbits) the sun in a year’s time and that the earth rotates on its axis once approximately every 24 hours. Make connections between the rotation of the earth and day/night, and the apparent movement of the sun, moon, and stars across the sky.				
15. Describe the changes that occur in the observable shape of the moon over the course of a month.				
Essential Question	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What objects make up our solar system and how are they different from one another? • How are Terrestrial Planets different from Gas Giants • How does the arrangement of the sun, Earth and moon cause eclipses, days, seasons, and lunar phases? • What makes Earth so hospitable to life? • How do planets and satellites travel around the sun? 	<ul style="list-style-type: none"> • Earth and Space Science 	<ul style="list-style-type: none"> • Examine the difference between rotation and revolution • Describe the difference between a planetary year and a planetary day • Identify the different features of the planets in the solar system: size, atmosphere, physical features, temperature, etc. • Classify celestial objects as stars, planets, or moons • Identify the phases of Earth’s moon based on its position relative to Earth • Understand the reason for the seasons is due to Earth’s axial tilt and the angle of the sun’s rays 	<ul style="list-style-type: none"> • Teacher-created tests • Student-created planet models • Oral Reports • Discovery Streaming Video Quizzes 	<ul style="list-style-type: none"> • Assorted 3-D planetarium models • Bill Nye DVDs, Magic School Bus DVDs, BrainPOP movies, Discovery Streaming videos • NGS Videodisc: Solar System • Traveling Planetarium • Solar System trade books • Interactive science websites • Posters and bulletin board displays

Science / Health Curriculum Map – Grade 4

Physical Health				
Standard(s):				
3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows				
3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How can people determine whether they're making healthy food choices? 	<ul style="list-style-type: none"> • Physical Health - Nutrition 	<ul style="list-style-type: none"> • Short Term Goals • Long Term Goals • Healthy vs. Unhealthy Food Choices 	<ul style="list-style-type: none"> • Peer Assessments • Teacher Assessments • Cross Curricular Activities • Exit Slips • Goal Sheets 	<ul style="list-style-type: none"> • MyPyramid.gov • Pcentral.com • Posters • Text Books

Science / Health Curriculum Map – Grade 4

Social and Emotional Health				
Standard(s):				
5.4 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What is the difference between a disability and a disadvantage and how can people show respect for these differences? 	<ul style="list-style-type: none"> • Social and Emotional – Mental Health 	<ul style="list-style-type: none"> • Disabilities & disadvantages • Self Image • Personal Health 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips

Science / Health Curriculum Map – Grade 4

Social and Emotional Health				
Standard(s): 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do individuals cope with the loss of a pet, friend, or family member and what community resources can be accessed to develop their coping skills? 	<ul style="list-style-type: none"> • Social and Emotional – Mental Health 	<ul style="list-style-type: none"> • Assessing Personal Health • Coping Skills 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips

Science / Health Curriculum Map – Grade 4

Safety and Prevention				
Standard(s):				
7.4 Describe the concepts of prejudice and discrimination				
11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another.				
11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What is the difference between prejudice and discrimination and how can behaviors be helpful or hurtful to one another? • What groups or resources can people use to resolve conflicts? 	<ul style="list-style-type: none"> • Safety and Prevention – Social and Emotional Health 	<ul style="list-style-type: none"> • Prejudices • Discrimination • Conflict Resolution 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips • Second Step

Science Curriculum Map - Grade 5

Weather and Climate

Standard(s):

6. Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.

7. Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.

8. Describe how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.

9. Differentiate between weather and climate.

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What makes up weather and what is the difference between weather and climate? 	<ul style="list-style-type: none"> • Earth and Space 	<ul style="list-style-type: none"> • Determine what makes up weather • Distinguish between different forms of precipitation • Determine how global patterns influence local weather • Identify the difference between weather and climate 	<ul style="list-style-type: none"> • Teacher created quizzes and tests • Science binder • Handouts and homework assignments • Type I, II, and III writing prompts • Center work • Outdoor observation and journal responses • Line graph of daily temperature 	<ul style="list-style-type: none"> • McGraw–Hill Science series • Weather BINGO • Discovery Streaming videos • Nonfiction literature and read alouds • Teacher collected materials and handouts • Weather posters, charts, and bulletin boards • Teacher selected science websites • Teacher made science centers • Weather instruments <ul style="list-style-type: none"> -wind vane -thermometer -anemometer -barometer -rain gauge • WeatherBug • Examples of weather maps

Science Curriculum Map - Grade 5

Water Cycle

Standard(s):

10. Describe how water on earth cycles in different forms and in different locations, including underground and in the atmosphere.

11. Give examples of how the cycling of water, both in and out of the atmosphere, has an effect on climate.

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How does water on earth recycle itself and what affect does this have on climate? 	<ul style="list-style-type: none"> • Earth and Space 	<ul style="list-style-type: none"> • Describe how water cycles through the earth • Describe how the cycling of water on earth affects climate 	<ul style="list-style-type: none"> • Teacher created quizzes and tests • Science binder • Handouts and homework assignments • Type I, II, and III writing prompts • Center work • Outdoor observation and journal responses • Water cycle in a bottle lab • Diagram of water cycle 	<ul style="list-style-type: none"> • McGraw–Hill Science series • Discovery Streaming videos • Nonfiction literature and read alouds • Teacher collected materials and handouts • Water Cycle poster • Teacher selected science websites • Teacher made science centers

Science Curriculum Map - Grade 5

Earth's History				
Standard(s): 12. Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What forces reshape the surface of the Earth? 	<ul style="list-style-type: none"> • Earth and Space 	<ul style="list-style-type: none"> • Demonstrate an understanding of how the surface of the earth changes due to slow and rapid processes 	<ul style="list-style-type: none"> • Science binder • Center work • Outdoor observation and journal responses • Erosion Poster and oral presentation 	<ul style="list-style-type: none"> • McGraw–Hill Science series • Discovery Streaming videos • Nonfiction literature and read alouds • Teacher collected materials and handouts • Teacher selected science websites • Photographs of weathering and erosion • Erosion webquest (access to internet) • Erosion in a bottle

Science Curriculum Map - Grade 5

Adaptations of Living Things

Standard(s):

5. Differentiate between observed characteristics of plants and animals that are fully inherited (e.g., color of flower, shape of leaves, color of eyes, number of appendages) and characteristics that are affected by the climate or environment (e.g., browning of leaves due to too much sun, language spoken).

6. Give examples of how inherited characteristics may change over time as adaptations to changes in the environment that enable organisms to survive, e.g., shape of beak or feet, placement of eyes on head, length of neck, shape of teeth, color.

7. Give examples of how changes in the environment (drought, cold) have caused some plants and animals to die or move to new locations (migration).

8. Describe how organisms meet some of their needs in an environment by using behaviors (patterns of activities) in response to information (stimuli) received from the environment. Recognize that some animal behaviors are instinctive (e.g., turtles burying their eggs), and others are learned (e.g., humans building fires for warmth, chimpanzees learning how to use tools).

10. Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.

11. Describe how energy derived from the sun is used by plants to produce sugars (photosynthesis) and is transferred within a food chain from producers (plants) to consumers to decomposers.

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How and in what ways are plants and animals successful on this planet? 	<ul style="list-style-type: none"> • Life Science 	<ul style="list-style-type: none"> • Discuss how changes in the environment cause plants and animals to adapt, die off or move to new locations • Compare and contrast the physical characteristics of plants and animals from different biomes and explore how each has adapted to its habitat • Make a food chain beginning with the sun as a source of energy ending with decomposers 	<ul style="list-style-type: none"> • Teacher created quizzes and tests • Science binder • Handouts and homework assignments • Type I, II, and III writing prompts • Center work • Outdoor observation and journal responses • PowerPoint presentation • Oral presentation • Biome diorama • Endangered Animal 	<ul style="list-style-type: none"> • McGraw–Hill Science series • Discovery Streaming videos • Nonfiction literature and read alouds • Teacher collected materials and handouts • Biome Poster • Word walls • Teacher selected science websites • Planet Earth series • Biome Webquest • Teacher made science centers • “King of the Jungle” Game • “Habitat Challenge” Game • “Can Do!” Science Game

		<ul style="list-style-type: none">• Create links that show relationship of plants and animals in chain• Show direction of flow of energy and discuss results if various links in the chain are broken	<p>interview/ oral presentation</p> <ul style="list-style-type: none">• Food chain/food web	
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Science Curriculum Map - Grade 5

Physical Health				
Standard(s): Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How and why does your body change? 	<ul style="list-style-type: none"> • Physical Health 	<ul style="list-style-type: none"> • Human Growth and Development 	<ul style="list-style-type: none"> • Journal responses 	<ul style="list-style-type: none"> • Student questions • “Let’s Just Talk! For Girls” DVD • “Let’s Just Talk! For Boys” DVD • Second Step Program

Science / Health Curriculum Map – Grade 5

Physical Health				
Standard(s):				
2.5 Explain the benefits of physical fitness to good health and increased active lifestyle				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What is the difference between long term and short term goals for healthy living? 	<ul style="list-style-type: none"> • Physical Health – physical activity and fitness 	<ul style="list-style-type: none"> • Short Term Goals • Long Term Goals • Healthy vs. Unhealthy Food Choices 	<ul style="list-style-type: none"> • Peer Assessments • Teacher Assessments • Cross Curricular Activities • Exit Slips • Goal Sheets 	<ul style="list-style-type: none"> • MyPyramid.gov • Pecentral.com • Posters • Text Books

Science / Health Curriculum Map – Grade 5

Physical Health				
Standard(s):				
4.1 Identify the components, functions, and processes of the reproductive system				
4.2 Identify the physical changes as related to the reproductive system during puberty				
4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What changes does the body go through during puberty? 	<ul style="list-style-type: none"> • Physical Health – Reproduction and Sexuality 	<ul style="list-style-type: none"> • Reproductive System • Puberty • Physical Body Changes 	<ul style="list-style-type: none"> • Group Discussion • Student generated questions 	<ul style="list-style-type: none"> • Posters • Text Books • <u>Let's Talk</u> - video

Science / Health Curriculum Map – Grade 5

Physical Health				
Standard(s):				
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities				
2.5 Explain the benefits of physical fitness to good health and increased active lifestyle				
3.4 Identify heredity, diet, and physical activity as key factors in body shape and size				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are benefits of exercise and how do the principles of rest and exercise help maintain a healthy body? • What diseases and disorders develop as a result of an unhealthy lifestyle? 	<ul style="list-style-type: none"> • Physical Health – Physical Activity and Fitness 	<ul style="list-style-type: none"> • Diseases and Disorders associated with unhealthy eating habits • Exercises that are beneficial to health • Diet • Review of food guide pyramid. 	<ul style="list-style-type: none"> • Peer Assessments • Teacher Assessments • Cross Curricular Activities • Exit Slips 	<ul style="list-style-type: none"> • MyPyramid.gov • Pecentral.com • Posters • Text Books

Science / Health Curriculum Map – Grade 5

Social and Emotional Health				
Standard(s):				
5.6 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships				
7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.				
7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • Why is effective communication the foundation of healthy, successful relationships? • Why do values and beliefs differ from person to person? 	<ul style="list-style-type: none"> • Social and Emotional Health - Mental Health and Interpersonal Relationships 	<ul style="list-style-type: none"> • Self Awareness • Emotional Health • Communication Skills • Values and Beliefs • Conflict Resolution 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips • Second Step

Science / Health Curriculum Map – Grade 5

Safety and Prevention				
Standard(s):				
11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another				
11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What is bullying? • What is the difference between positive and negative peer pressure and how can peer pressure influence behavior? 	<ul style="list-style-type: none"> • Safety and Prevention Strand – Violence Prevention 	<ul style="list-style-type: none"> • Behaviors • Bullying • Peer Pressure <ul style="list-style-type: none"> - Negative - Positive • Assertiveness Skills • Conflict Resolution 	<ul style="list-style-type: none"> • Group Discussion • Exit Slips • Role Playing • Peer/Teacher Assessments 	<ul style="list-style-type: none"> • Posters • Text Books • Teacher selected websites and journals • Video Clips • Second Step

Science Curriculum Map - Grade 6

General Science: The Scientific Method

Standard(s):

Scientific Inquiry Skills (SIS)

1. Make observations, raise questions, and formulate hypotheses.

2. Design and conduct scientific investigations.

3. Analyze and interpret results of scientific investigations.

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do scientists predict, organize, and gather data? • How do humans measure and explain the events and processes that occur in the universe? 	<ul style="list-style-type: none"> • Physical Science • Life Science 	<ul style="list-style-type: none"> • Observe the world from a scientific perspective • Pose questions and form hypotheses based on personal observations, scientific articles, experiments, and knowledge • Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories • Articulate and explain the major concepts being investigated and the purpose of an investigation • Select required materials, equipment, and conditions for conducting an experiment • Identify independent and dependent variables • Write procedures that are clear and replicable • Employ appropriate methods for accurately and consistently making observations, making and recording measurements at appropriate levels of precision • Collect data or evidence in an organized way • Properly use instruments, equipment, and materials (e.g., triple beam balance scales, digital scales, probes, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage 	<ul style="list-style-type: none"> • Hands-on lab investigations and formal lab reports: • Wii Lab • Mint Lab • Acid and Base Lab • Soda Lab • Ice Melting Lab • Windmill Lab • Discovery Streaming Video Quizzes • Teacher Created Tests and Quizzes • Solar Car Project Portfolio 	<ul style="list-style-type: none"> • Teacher created lab experiments • Prentice Hall Science Explorer • Digital Blue Microscope • Wii console/Wii Sports • Interactive science websites • Posters and bulletin board displays

	<ul style="list-style-type: none">• Follow safety guidelines• Present relationships between and among variables in appropriate forms• Represent data and relationships between and among variables in charts and graphs• Use appropriate technology (e.g., Vernier probes and software) and other tools• Use mathematical operations to analyze and interpret data results• Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions• Use results of an experiment to develop a conclusion to an investigation that addresses the initial questions and supports or refutes the stated hypothesis• State questions raised by an experiment that may require further investigation• Construct and use tables and graphs to interpret data sets• Solve simple algebraic expressions.• Perform basic statistical procedures to analyze the center and spread of data• Measure with accuracy and precision (e.g., length, volume, mass, temperature, time)• Convert within a unit (e.g., centimeters to meters)• Use common prefixes such as milli-, centi-, and kilo-• Use scientific notation, where appropriate• Use ratio and proportion to solve problems• Use appropriate metric/standard international (SI) units of measurement for mass (kg); length (m); time (s); force (N); speed (m/s)		
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Science Curriculum Map - Grade 6

Life Science: Cell Structure and Function/Systems in Living Things/Anatomy and Physiology				
Standard(s):				
2. Recognize that all organisms are composed of cells, and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.				
3. Compare and contrast plant and animal cells, including major organelles (cell membrane, cell wall, nucleus, cytoplasm, chloroplasts, mitochondria, vacuoles).				
5. Multicellular organisms can be hierarchically organized from cells to tissues to organs to systems to organisms.				
6. General functions of the major systems of the human body, and the interactions of these systems.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What are the building blocks of life and how does life sustain itself? 	<ul style="list-style-type: none"> • Life Science 	<ul style="list-style-type: none"> • Understand that organisms are composed of cells, and many organisms are single-celled, where one cell must carry out all basic functions of life • Articulate the similarities and differences between plant and animal cell organelles • Describe the basic functions of cell organelles • Understand that multicellular organisms can be hierarchically organized from cells to tissues to organs to systems to organisms • Describe the general functions of the major systems of the human body, and the interactions of these systems • Understand and apply healthy habits of health and nutrition • Understand the effects of drugs and alcohol on the human body • Develop the skill to say “NO” assertively and effectively 	<ul style="list-style-type: none"> • Teacher generated quizzes • Cell Essay: “How is a human cell similar to Blanchard School?” • 3-D Cell Model • Essay: “What Happens to Food As It Goes Through The Digestive System?” • 3-D Model of the Digestive System • Human Body Systems Project • Skits on saying “NO” to drugs and alcohol 	<ul style="list-style-type: none"> • Prentice Hall Science Explorer: Human Biology • 2nd Step • United Streaming • BrainPOP • Interactive Websites • Interactive SmartBoard Applets • Microscopes • Project Northland’s “Slick Tracy” Alcohol-Use Prevention Curriculum for Grade 6

Science Curriculum Map - Grade 6

Physical Science: Chemistry

Standards(s):

2. Volume and mass are distinct components of density.

3. Appropriate tools and use of significant digits are needed to measure volume and mass.

4. Mass is conserved in a closed system.

5. Many elements combine in a multitude of ways to produce compounds that make up living and nonliving things.

6. Differences between an atom and a molecule.

7. Basic examples of elements and compounds.

8. Differences between mixtures and pure substances.

Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do humans measure and explain the events and processes that occur daily in the universe? 	<ul style="list-style-type: none"> • Physical Science 	<ul style="list-style-type: none"> • Measure Volume • Measure Mass • Calculate Density • Understand that a substance has a melting point and a boiling point, both independent of the amount of the sample • Interpret the Periodic Table • Learn the difference between physical changes and chemical changes • Understand the difference about acids and bases • Discover types of acids and bases in the household • Use the pH scale to measure acidity and basicity • Use tools such as test tubes, pipettes, graduated cylinders, Ehrlenmeyer flasks, density cubes 	<ul style="list-style-type: none"> • Hands-on lab investigations and formal lab report: Using Density Cubes to Explain Density and Calculating Volume by Water Displacement • Acid and Base Lab, a.k.a “Turning grape juice into lemonade, then milk, then 7-Up, and then into Pepto Bismol” • BrainPOP and Discovery Streaming Video Quizzes • Elemental Superhero Brochure 	<ul style="list-style-type: none"> • Teacher created lab experiments • Prentice Hall Science Explorer: Chemistry • Digital Blue Microscope • Acids and Base chemicals • Interactive science websites • Posters and bulletin board displays

Science Curriculum Map - Grade 6

Technology and Engineering: Design and Construction				
Standard(s):				
1. Materials both natural and human-made have specific characteristics that determine how they will be used.				
2. Engineering design is an iterative (repeating) process that involves modeling and optimizing to develop technological solutions to problems within given constraints.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/ Technology
<ul style="list-style-type: none"> • How does an idea become product? • How do humans create solutions to problems? 	<ul style="list-style-type: none"> • Technology and Engineering 	<ul style="list-style-type: none"> • Apply steps of the engineering design process • Communicate methods of representing solutions to a design problem • Learn the purpose of a prototype • Use appropriate materials, tools, and machines to construct a prototype • Consider how design features and cost limitations affect the construction of a prototype • Learn parts of a structure • Understand three major types of bridges and their appropriate uses • Analyze how the forces of tension, compression, torsion, bending, and shear affect the performance of bridges • Analyze the effects of load and structural shape on bridges • Apply the steps to the Engineering Design Process: • Step 1 Identify the Need or Problem • Step 2 Research the Need or Problem • Step 3 Develop Possible Solution(s) • Step 4 Select the Best Possible Solution(s) • Step 5 Construct a Prototype • Step 6 Test and Evaluate the Solution(s) • Step 7 Communicate the Solution(s) • Step 8 Redesign 	<ul style="list-style-type: none"> • Hands-on lab investigations and formal lab reports: • Egg Drop Structure • Bridge Design Lab • Windmill Lab • Solar Car Project 	<ul style="list-style-type: none"> • Teacher created lab experiments • Prentice Hall Science Explorer • Interactive science websites • Posters and bulletin board displays • Toothpick Bridges • Vernier Probes • Materials for solar car prototypes

Science / Health Curriculum Map – Grade 6

Physical Health				
Standard(s):				
2.5 Explain the benefits of physical fitness to good health and increased active lifestyle				
2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)				
3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • What influences do people face when making decisions based on food? 	<ul style="list-style-type: none"> • Physical Health Strand – Physical Activity and Fitness 	<ul style="list-style-type: none"> • Rest and Exercise • Influences students face when making food decisions 	<ul style="list-style-type: none"> • Exit Slips • Group Discussions 	<ul style="list-style-type: none"> • MyPyramid.gov • Pcentral.com • Posters • Text Books • Teacher selected websites and journals

Science /Health Curriculum Map – Grade 6

Social and Emotional Health				
Standard(s): 7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character on interacting with others.				
Essential Question(s)	Strand	Concepts/Skills	Assessment	Resource Materials/Technology
<ul style="list-style-type: none"> • How do people resist peer pressure? 	<ul style="list-style-type: none"> • Social and Emotional – Interpersonal Relationships 	<ul style="list-style-type: none"> • Assertive Skills • Refusal Skills • Strategies to manage peer pressure 	<ul style="list-style-type: none"> • Exit Slips • Role Playing 	<ul style="list-style-type: none"> • Posters • Bulletin Boards • Teacher Selected Websites • Second Step