

Instructional Guide

Grade Level First Grade

Subject Science

School System Pickens County

School Year 2011-2012

Time Period (Pacing – when)	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st Six Weeks	1.2 Identify basic properties of objects. Examples: size, shape, color, texture.	McGraw-Hill Pages E4-5, E6-9, E50 Scott Foresman Science Pages 211, 216-217, 218-235 Scott Foresman Reading Street: Unit 1, Story 1, Unit 2, Story 1,2, Unit 4, Story 1,2, 4,5, 6 Unit 5, Story 4, 5, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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1 st Six Weeks	1.3. a. Describe effects of forces on objects, including change of speed.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Scott Foresman Reading Street Unit 1, Story 2, 5, Unit 2, Story 3, Unit 4, Story 1, 2, 4, 5 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.3. b. Describe effects of forces on objects, including change of direction.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Scott Foresman Reading Street Unit 1, Story 2, 5, Unit 2, Story 3, Unit 4, Story 1, 2, 4, 5 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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1 st Six Weeks	1.3. c. Describe effects of forces on objects, including change of position.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Scott Foresman Reading Street Unit 1, Story 2,5, Unit 2, Story 3, Unit 4, Story 1, 2, 4, 5 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.4. B.1. b. Classifying animals according to physical traits Examples: animals-six legs on insects. 1.4. B.2.b. Identifying developmental stages of animals. Examples: animals- piglet developing into pig, kid developing into goat	McGraw-Hill Science Pages B10-B25 Scott Foresman Science Pages 3, 4-9, 20-21, 8, 76-77, 81-97, 132-133 Scott Foresman Reading Street Unit 1, Story 1, 2, 4, 5, Unit 2, Story 1, 2, 4, 5, 6, Unit 3, Story 1, 2, 3, 4, 5, 6, Unit 4, Story 5, 6, Unit 5, Story 1, 3 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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1 st Six Weeks	1.4. B. 3. Describing a variety of habitats and natural homes of animals	McGraw-Hill Science Pages B10-B25 Scott Foresman Science Pages 3, 4-9, 20-21, 8, 76-77, 81-97, 132-133 Scott Foresman Reading Street Unit 1, Story 1, 2, 4, 5, Unit 2, Story 1, 2, 4, 5, 6, Unit 3, Story 1, 2, 3, 4, 5, 6, Unit 4, Story 5, 6, Unit 5, Story 1, 3 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.5. Identify parts of the human body, including the head, neck, shoulders, arms, spine, and legs.	Scott Foresman Science Pages 108-109 Scott Foresman Reading Street Unit 1, Story 1 Internet Resources Provide more practice Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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1 st Six Weeks	1.5. B.1. Recognizing the importance of a balanced diet for healthy bones	Scott Foresman Science Pages 108-109 Scott Foresman Reading Street Unit 1, Story 1 Internet Resources Provide more practice Activate prior knowledge, use graphic organizers, provide scaffolded instruction scaffolded instruction		
	1.5. B.2. Discussing the relationship of muscles and bones to locomotion	Scott Foresman Science Pages 108-109 Scott Foresman Reading Street Unit 1, Story 1 Internet Resources Provide more practice Activate prior knowledge, use graphic organizers, provide scaffolded instruction scaffolded instruction		

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1 st Six Weeks	1.5. B.3. Discussing the relationship of bones to protection of vital organs Example: protection of brain by skull	Scott Foresman Science Pages 108-109 Scott Foresman Reading Street Unit 1, Story 1 Internet Resources Provide more practice Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.5. B.4. Identifying technology used by scientists to study the human body Examples: X-ray images, magnetic resonance imaging (MRI)	Scott Foresman Science Pages 108-109 Scott Foresman Reading Street Unit 1, Story 1 Internet Resources Provide more practice Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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2 nd Six Weeks	1.2 Identify basic properties of objects. Examples: size, shape, color, texture.	McGraw-Hill Pages E4-5, E6-9, E50 Scott Foresman Science Pages 211, 216-217, 218-235 Scott Foresman Reading Street: Unit 2, Story 1,2, Unit 4, Story 1,2, 4,5, 6 Unit 5, Story 4, 5, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.3. a. Describe effects of forces on objects, including change of speed.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Scott Foresman Reading Street Unit 2, Story 3, Unit 4, Story 1, 2, 4, 5 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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2 nd Six Weeks	1.3. b. Describe effects of forces on objects, including change of direction.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Scott Foresman Reading Street Unit 2, Story 3, Unit 4, Story 1, 2, 4, 5 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.3. c. Describe effects of forces on objects, including change of position.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Scott Foresman Reading Street Unit 2, Story 3, Unit 4, Story 1, 2, 4, 5 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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2 nd Six Weeks	1.4. B.1. b. Classifying animals according to physical traits Examples: animals-six legs on insects. 1.4. B.2.b. Identifying developmental stages of animals. Examples: animals- piglet developing into pig, kid developing into goat	McGraw-Hill Science Pages B10-B25 Scott Foresman Science Pages 3, 4-9, 20-21, 8, 76-77, 81-97, 132-133 Scott Foresman Reading Street Unit 2, Story 1, 2, 4, 5, 6, Unit 3, Story 1, 2, 3, 4, 5, 6, Unit 4, Story 5, 6, Unit 5, Story 1, 3 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1. 6. Recognize evidence of animals that no longer exist.	Scott Foresman Reading Street Unit 2, Story 4 Internet Resources Provide more practice Internet Resources Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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2 nd Six Weeks	1.7. a. Identify components of Earth's surface, including soil.	McGraw-Hill Science Pages A23, A28, A32-33, A38, A54, D10-11, D12-15 Scott Foresman Science Pages 120, 156-157, 168-169 Scott Foresman Reading Street Unit 3, Story 4, 5 Unit 5, Story 3, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.7. b. Identify components of Earth's surface, including rocks.	McGraw-Hill Science Pages A11, A13, D4-5, D6-9, D12 Scott Foresman Science Pages 154-155, 164, 176 Scott Foresman Reading Street Unit 3, Story 4, 5 Unit 5, Story 3, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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2 nd Six Weeks	1.7. c. Identify components of Earth's surface, including water.	McGraw-Hill Science Pages D16-D21 Scott Foresman Science Pages 28, 120, 151-153, 159, 162-163, 226-227 Scott Foresman Reading Street Unit 3, Story 4, 5 Unit 5, Story 3, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.9. Identify ways to conserve Earth's resources. Example: turning off lights and water when not in use	McGraw-Hill Science Pages D4-D31 Scott Foresman Science Pages 228-231 Provide more practice Internet Resources Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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2 nd Six Weeks	1.10. Describe uses of recycled materials. Examples: manufacture of paper products from old newspapers, production of mulch from trees	McGraw-Hill Science Pages D47, D49, D51, D56, R13 Scott Foresman Science Pages 166-171 Scott Foresman Reading Street Unit 2, Story 4, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.11. Compare the day sky to the night sky as observed with the unaided eye.	McGraw-Hill Science Pages C4-C15 Scott Foresman Science Pages 314-315, 318-319, 324-329 Scott Foresman Reading Street Unit 2, Story 2 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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3 rd Six Weeks	1.4. Describe survival traits of living things, including color, shape, size, texture, and covering.	McGraw-Hill Science Pages A3-A13 Scott Foresman Science Pages 3, 4-9, 20-21 Scott Foresman Reading Street Unit 3, Story 1, 2, 3, 4, 5, 6, Unit 4, Story 5, 6, Unit 5, Story 1, 3 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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3 rd Six Weeks	1.5. B.1. Recognizing the importance of a balanced diet for healthy bones	Scott Foresman Science Pages 108-109 Scott Foresman Reading Street Internet Resources Provide more practice Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.5. B.2. Discussing the relationship of muscles and bones to locomotion	Scott Foresman Science Pages 108-109 Scott Foresman Reading Street Internet Resources Provide more practice Activate prior knowledge, use graphic organizers		

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	1.5. B.4. Identifying technology used by scientists to study the human body Examples: X-ray images, magnetic resonance imaging (MRI)	Scott Foresman Science Pages 108-109 Scott Foresman Reading Street Internet Resources Provide more practice Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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3 rd Six Weeks	1.7. a. Identify components of Earth's surface, including soil.	McGraw-Hill Science Pages A23, A28, A32-33, A38, A54, D10-11, D12-15 Scott Foresman Science Pages 120, 156-157, 168-169 Scott Foresman Reading Street Unit 3, Story 4, 5 Unit 5, Story 3, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.7. b. Identify components of Earth's surface, including rocks.	McGraw-Hill Science Pages A11, A13, D4-5, D6-9, D12 Scott Foresman Science Pages 154-155, 164, 176 Scott Foresman Reading Street Unit 3, Story 4, 5 Unit 5, Story 3, 6 Activate prior knowledge, use graphic organizers		

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3 rd Six Weeks	1.7. c. Identify components of Earth's surface, including water.	McGraw-Hill Science Pages D16-D21 Scott Foresman Science Pages 28, 120, 151-153, 159, 162-163, 226-227 Scott Foresman Reading Street Unit 3, Story 4, 5 Unit 5, Story 3, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.8. Recognize daily changes in weather, including clouds, precipitation, and temperature.	McGraw-Hill Science Pages C4-C55 Scott Foresman Science Pages 177-200 Scott Foresman Reading Street Unit 3, Story 6, Unit 4, Story 3, Unit 5, Story 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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3 rd Six Weeks	1.8. B. 1. Recognizing instruments used to observe weather Examples: thermometer, rain gauge, wind sock, weather vane	McGraw-Hill Science Pages C4-C55 Scott Foresman Science Pages 177-200 Scott Foresman Reading Street Unit 3, Story 6, Unit 4, Story 3, Unit 5, Story 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.8. B.2 Recording weather data using weather journals, charts, and maps	McGraw-Hill Science Pages C4-C55 Scott Foresman Science Pages 177-200 Scott Foresman Reading Street Unit 3, Story 6, Unit 4, Story 3, Unit 5, Story 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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3 rd Six Weeks	1.11. Compare the day sky to the night sky as observed with the unaided eye.	McGraw-Hill Science Pages C4-C15 Scott Foresman Science Pages 314-315, 318-319, 324-329 Scott Foresman Reading Street Unit 3, Story 1, 3, Unit 4, Story 4 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
4 th Six Weeks	1.2 Identify basic properties of objects. Examples: size, shape, color, texture.	McGraw-Hill Pages E4-5, E6-9, E50 Scott Foresman Science Pages 211, 216-217, 218-235 Scott Foresman Reading Street: Unit 4, Story 1,2, 4,5, 6 Unit 5, Story 4, 5, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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4 th Six Weeks	1.3. a. Describe effects of forces on objects, including change of speed.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Scott Foresman Reading Street Unit 4, Story 1, 2, 4, 5 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.3. b. Describe effects of forces on objects, including change of direction.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Scott Foresman Reading Street Unit 4, Story 1, 2, 4, 5 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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4 th Six Weeks	1.3. c. Describe effects of forces on objects, including change of position.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Scott Foresman Reading Street Unit 4, Story 1, 2, 4, 5 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.1 Select appropriate tools and technological resources needed to gather, analyze, and interpret data. Examples: platform balances, hand lenses, computers, maps, graphs, journal.	Scott Foresman Science Pages 18-19, 140, 328-329, 340, 348-351 Graphs: 196-197, 170-171, 300-301 McGraw-Hill Science Pages D44-45, F14-15, F32-33, R11 Graphs: A8, A51, A56a, B26, B45, B51, B56c, D48, D51, D56f, F11, F53, A56a, B45, B51, B48, F212 Internet Resources Provide more practice Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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4 th Six Weeks	1.8. Recognize daily changes in weather, including clouds, precipitation, and temperature.	McGraw-Hill Science Pages C4-C55 Scott Foresman Science Pages 177-200 Scott Foresman Reading Street Unit 4, Story 3, Unit 5, Story 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.8. B. 1. Recognizing instruments used to observe weather Examples: thermometer, rain gauge, wind sock, weather vane	McGraw-Hill Science Pages C4-C55 Scott Foresman Science Pages 177-200 Scott Foresman Reading Street Unit 4, Story 3, Unit 5, Story 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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4 th Six Weeks	1.8. B.2 Recording weather data using weather journals, charts, and maps	McGraw-Hill Science Pages C4-C55 Scott Foresman Science Pages 177-200 Scott Foresman Reading Street Unit 4, Story 3, Unit 5, Story 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.11. Compare the day sky to the night sky as observed with the unaided eye.	McGraw-Hill Science Pages C4-C15 Scott Foresman Science Pages 314-315, 318-319, 324-329 Scott Foresman Reading Street Unit 4, Story 4 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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5 th Six Weeks	1.2 Identify basic properties of objects. Examples: size, shape, color, texture.	McGraw-Hill Pages E4-5, E6-9, E50 Scott Foresman Science Pages 211, 216-217, 218-235 Scott Foresman Reading Street: Unit 5, Story 4, 5, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.4. Describe survival traits of living things, including color, shape, size, texture, and covering.	McGraw-Hill Science Pages A3-A13 Scott Foresman Science Pages 3, 4-9, 20-21 Scott Foresman Reading Street Unit 5, Story 1, 3 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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5 th Six Weeks	1.4. B.1. b. Classifying animals according to physical traits Examples: animals-six legs on insects. 1.4. B.2.b. Identifying developmental stages of animals. Examples: animals- piglet developing into pig, kid developing into goat	McGraw-Hill Science Pages B10-B25 Scott Foresman Science Pages 3, 4-9, 20-21, 8, 76-77, 81-97, 132-133 Scott Foresman Reading Street Unit 5, Story 1, 3 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.4. B.1.a. Classifying plants according to physical traits Example: plants-green leaves on evergreen trees 1.4. B.2.a. Identifying developmental stages of plants Examples: plants-seed developing into seedling, seedling developing into tree	McGraw-Hill Science Pages A3-A49 Scott Foresman Science Pages 3, 4-9, 20-21, 50, 81, 98-105, 157, 188, 320 Scott Foresman Reading Street Unit 5, Story 1, 3 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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5 th Six Weeks	1.7. a. Identify components of Earth's surface, including soil.	McGraw-Hill Science Pages A23, A28, A32-33, A38, A54, D10-11, D12-15 Scott Foresman Science Pages 120, 156-157, 168-169 Scott Foresman Reading Street Unit 5, Story 3, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.7. b. Identify components of Earth's surface, including rocks.	McGraw-Hill Science Pages A11, A13, D4-5, D6-9, D12 Scott Foresman Science Pages 154-155, 164, 176 Scott Foresman Reading Street Unit 5, Story 3, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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5 th Six Weeks	1.7. c. Identify components of Earth's surface, including water.	McGraw-Hill Science Pages D16-D21 Scott Foresman Science Pages 28, 120, 151-153, 159, 162-163, 226-227 Scott Foresman Reading Street Unit 5, Story 3, 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.8. Recognize daily changes in weather, including clouds, precipitation, and temperature.	McGraw-Hill Science Pages C4-C55 Scott Foresman Science Pages 177-200 Scott Foresman Reading Street Unit 5, Story 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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5 th Six Weeks	1.8. B. 1. Recognizing instruments used to observe weather Examples: thermometer, rain gauge, wind sock, weather vane	McGraw-Hill Science Pages C4-C55 Scott Foresman Science Pages 177-200 Scott Foresman Reading Street Unit 5, Story 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.8. B.2 Recording weather data using weather journals, charts, and maps	McGraw-Hill Science Pages C4-C55 Scott Foresman Science Pages 177-200 Scott Foresman Reading Street Unit 5, Story 6 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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5 th Six Weeks	1.11. Compare the day sky to the night sky as observed with the unaided eye.	McGraw-Hill Science Pages C4-C15 Scott Foresman Science Pages 314-315, 318-319, 324-329 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
6 th Six Weeks	1.3. a. Describe effects of forces on objects, including change of speed.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		

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6 th Six Weeks	1.3. b. Describe effects of forces on objects, including change of direction.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		
	1.3. c. Describe effects of forces on objects, including change of position.	McGraw-Hill Pages F4-F19 Scott Foresman Science Pages 242, 250-251, 268-269 Activate prior knowledge, use graphic organizers, provide scaffolded instruction		