Unit: Healthy Habits  
Grade: 1

Performance Indicators to be mastered in this unit:

<table>
<thead>
<tr>
<th>Number</th>
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<th>Introduced</th>
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<th>Secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3b</td>
<td>Good health habits include hand washing, personal cleanliness; avoiding harmful substances; eating a balanced diet; engaging in regular exercise</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Major Concepts: ways to stay healthy

Essential Understandings:
- Wash hands - Balanced diet
- Exercise - Sleep
- Blow nose/germ prevention - Safety

Essential Questions:
- How do you stay healthy?

Essential S-VE Exit Behaviors: social responsibility & self esteem

Skills needed for mastery on performance indicators, (& possible teaching strategies):

1. wash hands properly
   - after using restroom
   - before eating
   - after blowing nose
   - length of time to properly wash
   - use soap

2. balanced diet
   - what are healthy foods
   - food groups

3. exercise
   - do it (try everyday) important
   - what is exercise

4. sleep
   - importance of enough sleep
   - healthy sleep habits

5. germ prevention
   - blowing nose
   - coughing into elbow
   - sanitizers
   - tissue disposal
   - not chewing on items (pencils, clothes)
   - not sharing personal items (water bottles, chapstick, brushes, etc.)

6. safety
   - fire drill
   - walking in the halls
   - bus drills
   - playground safety

Key Terms: health, germs, safety, diet, exercise, sanitizer
Unit: Properties of Matter/sink & float
Grade: 1

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<tr>
<td>3.1b</td>
<td>Matter has properties (color, hardness, odor, sound, taste, etc) that can be observed through the senses</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1e1</td>
<td>The material(s) an object is made up of determines some specific properties of the object - sink/float</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3.1f</td>
<td>Objects and/or materials can be sorted or classified according to their properties</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

**Major Concepts:**
- Objects have properties that can be observed through the senses
- The material of an object will determine if it sinks or floats
- Objects can be sorted by their properties

**Essential Understandings:**
- Know the senses
- Know different properties
- Float = on top of water
- Sink = under water
- Determine what an object is made of
- How to use a hand lens

**Essential Questions:**
- What are the properties of some materials?
- What are the ways that we can sort the objects?
- Why do some objects sink or float?

**Essential S-VE Exit Behaviors:** independent thinker

**Skills needed for mastery on performance indicators (& possible teaching strategies):**

1. understand the senses
   - see
   - feel
   - hear
   - taste
   - smell

2. sort by properties
   - students explore ways to group objects
   - make list of how they sorted objects
   - list becomes a property list
3. identify properties
   - shapes
   - color
   - texture
   - size
   - material

4. sort by properties again
   - practice by different properties skills with same objects
   - practice by properties with different objects
   - sort by only one clear property at a time (ie: only sort by color)
   - people sorting (ie: teacher sorts students by long sleeves and students guess how teacher sorted)

5. one property: sink v. float
   - science kit - objects with checklist,
   - students predict first if objects will sink or float
   - then test each object
   - discuss the properties of the group that floated and properties of the group that sunk
   - create theories on why certain objects float and others don't

Key Terms: object, shape, size, texture, weight, hand lenses, property, smooth, soft, sink, float, rough, hard, material, metal, wood, plastic, cloth, senses

assessments:
   - checklist of items that students predict if sink or float and teacher tests each object
   - observation teacher checklist sorting by properties

Unit: Earth's Movements

Grade: 1

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<tbody>
<tr>
<td>1.1a1</td>
<td>Earth spinning around once every 24 hours (rotation), resulting in day and night</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>1.1a2</td>
<td>Earth moving in a path around the sun (revolution), resulting in one Earth year</td>
<td>x</td>
<td></td>
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</tr>
</tbody>
</table>

Major Concepts:
Earth moves in two ways: rotation, revolution

Essential Understandings:
Earth rotates every 24 hours which causes day and night
The sun does not move

**Essential Questions:**
- What causes day and night?

**Essential S-VE Exit Behaviors:** independent thinker

**Skills needed for mastery on performance indicators (\& possible teaching strategies):**

1. **globe skills**
   - terminology: ocean, land
   - location of New York State
2. **Relationship of the sun to Earth**
   - act out; student holds flashlight (pretending to be the sun)
   - another student holding globe with NYS marked; then student turns globe
   - discuss light shining = day
   - discuss shadow on globe = night
3. **concept of one day**
   - it takes 24 hours for Earth to rotate one complete spin
   - 24 hours includes one day and one night
4. **introduce revolution**
   - Earth moves in orbit around the sun while spinning
   - Teacher acts out revolution of Earth

**Key Terms:** rotation, planet, Earth, orbit, revolution, sun

**assessments:**
- rotation worksheet

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**Unit: Natural Disasters**

**Grade: 1**

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<tr>
<td>2.1e</td>
<td>Extreme natural events (floods, fires, volcanic eruptions) may have positive or negative impacts on living things</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

**Major Concepts:**
- Effects of natural disasters

**Essential Understandings:**
- Know what are some natural disasters: floods, fires, volcanic eruptions
- Positive impacts of natural disasters
- Negative impacts of natural disasters
- Understand definition of impact

**Essential Questions:**
- What is a natural disaster?
- How does a flood impact the Earth?
- How does a fire impact a forest?
- How does a volcanic eruption impact the Earth?

**Essential S-VE Exit Behaviors:** social responsibility

**Skills needed for mastery on performance indicators (\& possible teaching strategies):**
1. Introduction of natural disasters
   - what is a natural disaster
   - possible weekly reader article
   - three types: fire, flood, volcanic eruption
2. fire
   - read aloud books
   - T-chart on positive and negative impacts
3. flood
   - read aloud books
   - T-chart on positive and negative impacts
4. volcanic eruption
   - read aloud books
   - magic school bus online game
   - T-chart on positive and negative impacts

**Key Terms:** volcano, flood, fire, impact, positive, negative, natural disaster

**Assessments:**
- students pick a natural disaster and then fill in T chart with one negative and one positive impact of the disaster

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**Unit: Animals**

**Grade: 1**

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<tr>
<td>1.2a</td>
<td>Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2a</td>
<td>Animals closely resemble their parents and other individuals in their species</td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

**Major Concepts:**
- What animals need to grow and live
- Animals look like their parents

**Essential Understandings:**
- Animals need air, water, food, and shelter in order to live
- Baby animals grow up to look like their parents

**Essential Questions:**
- What do animals need to survive?
- What kind of babies is this animal going to have?

**Essential S-VE Exit Behaviors:** independent thinker

**Skills needed for mastery on performance indicators ( & possible teaching strategies):**

1. animal needs
   - Animal Needs book (reproducible)

2. Animal research project


3. Inherited traits discussion
- talk with class about predicting what kind of insect will grow from these caterpillars?
- What kind of plant will grow from this seed?
- Students guess what they think it will be and teacher explains what nature determines it to be

**Key Terms:** habitat, shelter, research, survive, grow, live, characteristics, air, food, water, basic needs,

**assessments:**
- matching worksheet on related living things
- completed in butterflies and plants units

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**Unit: butterflies**

**Grade: 1**

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<tr>
<td>4.1a</td>
<td>Animals have life cycles that may include beginning of life, development into an adult, reproduction as an adult, and eventually death.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>4.1e</td>
<td>Each generation of animals goes through changes in form from young to adult. Growth involves an increase in size. This completed sequence in changes in form is called a life cycle and the length of life span is different for different species. Some insects change from egg to larva to pupa to adult.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>5.1a</td>
<td>All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>5.2g</td>
<td>The health, growth, and development of organisms are affected by environmental conditions such as the availability of food, air, water, space, shelter, heat, and sunlight.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
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</table>

**Major Concepts:**
Living things go through stages of development in a life cycle
Characteristics of living things
Needs of living things

**Essential Understandings:**
Butterfly life cycle - egg, larvae (caterpillar), pupa (chrysalis), adult (butterfly)
Butterflies need food, air, suitable weather conditions (warmth)
Butterflies have a long straw-like tongue to eat with

**Essential Questions:**
What are the stages of a butterfly's lifecycle?
What do butterflies need in order to live?

**Essential S-VE Exit Behaviors:** life long love of learning

**Skills needed for mastery on performance indicators (& possible teaching strategies):**

1. life cycle of a butterfly
   - poems
- books (example: *The Very Hungry Caterpillar*)
- various worksheets and activities

2. observe caterpillars
   - food level goes down, caterpillars get larger
   - pupa develops
   - transfer to roof of cage
   - butterflies emerge

3. provide basic needs
   - food for caterpillar (comes with caterpillar – mashed leaves)
   - food for butterfly: sugar water and honey or flour

4. release butterflies
   - above 60-65 degrees
   - near a bush

5. butterflies eliminate waste
   - clean cages

**Key Terms:** lifecycle, egg, larvae, caterpillar, pupa, chrysalis,

**assessments:**
Watch the butterfly grow
What living things do worksheet
What living things need worksheet

**Unit: Plants**

**Grade: 1**

**Performance Indicators to be mastered in this unit:**

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<tr>
<td>2.1a</td>
<td>Some traits of living things have been inherited (plants)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2.2a</td>
<td>Plants closely resemble their parents and individuals in their species</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3.1b1</td>
<td>Each plant has different structures that serve different functions in growth, survival, and reproduction - roots help support the plant and take in water and nutrients</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.1b2</td>
<td>Leaves help plants utilize sunlight to make food for the plant</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1b3</td>
<td>Stems, stalks, trunks, and other similar structures provide support for the plant</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.1b4</td>
<td>Some plants have flowers</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4.1a</td>
<td>Plants have life cycles these may include beginning of life, development into an adult, reproduction as an adult and eventually death</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4.1b</td>
<td>Each kind of plant goes through its own stages of growth and development that may include seed, young plant, mature plant</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4.1c</td>
<td>The length of time from beginning of development to death of a plant is called its life span.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4.1d</td>
<td>Life cycles of some plants include changes from seed to mature plant</td>
<td></td>
<td></td>
<td>X</td>
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</table>
5.2a Plants respond to changes in their environment, for example the leaves of some green plants change position as the direction of the light changes, the parts of some plants undergo seasonal changes that enable the plant to grow, seeds germinate and leaves form and grow.

6.1a Green plants are producers because they provide the basic food supply for themselves and animals.

**Major Concepts:**
- Plants have different structures that serve a purpose
- Plants have life cycles and go through stages of development
- Plants need to meet their basic needs in order to grow and thrive

**Essential Understandings:**
- Plants resemble their parents
- Life span is length of time from development to death
- Parts of a plant
- Needs of a plant
- Life cycle of a plant

**Essential Questions:**
- What are the parts of the plant?
- What do plants need to survive?
- What are the life cycles of a plant?

**Essential S-VE Exit Behaviors:** social responsibility

**Skills needed for mastery on performance indicators (& possible teaching strategies):**

1. **seeds**
   - sort by properties
   - a particular seed will grow into a particular plant (resemble their parents)
   - plant seeds in cups

2. **needs of a plant**
   - plant needs booklet
   - place some developing plants into different areas to show what happens when needs aren’t met; in the dark, no water

3. **parts of a plant (roots, stem, leaf, flower)**
   - parts of a plant booklet
   - jobs of each part

4. **lifecycle of a plant**
   - stages of a plant’s growth

5. **reaction to the sun**
   - turning plants around and plant will grow towards the sun

6. **people need plants**
   - for food
   - to build things out of (look around the room and list all the things that were made from a plant)

**Key Terms:** seed, root, stem, leaf, life cycle, soil, needs, predictions,

**Assessments:**
| parts of a plant worksheet                      |
| plant needs worksheet                         |
| seed to plant sequencing                      |
| observation of type of seed and type of plant developed |