



1 st Quarter			
Resources			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
Week 1	Introduction	CLASS ROUTINES welcome to class supplies etc.	
Week 2	Introduction teacher & students LAB SAFETY Scientific Method and Process Skills	Inquiry Process, Science Safety, Science Vocabulary, Student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices.	1.1A) Recognize and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately. 1.1A) Identify and demonstrate use of the five senses. (1.2 C) Collect data and make observations using simple equipment such as hand lenses, primary balances, and nonstandard measurement tools;
Week 3	Lesson 1 How do we use our senses? Lesson 2 How do we use our inquiry skills? Lesson 3 How do we use our science tools? Chapter Review and Test Prep.	The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.	1.2 Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. 1.3 Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving.
Week 4	Unit A (Life Science):	The student uses age appropriate tools and models to investigate the	§112.12 – 2a, 2b, 2c, 2d, 2e, 3a



	<p>Life Science sort and classify living and non-living things Chapter 1 Lesson 1 What are Living and non-living things? Lesson-2 What do Animals need? Lesson 3, How can we group Animals?</p>	<p>natural world. Sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring; Plants use their parts to survive. Plants produce food and oxygen for people and animals. Plants have varied life cycles</p>	<p>In life science, students recognize the interdependence of organisms in the natural world. They understand that all organisms have basic needs that can be satisfied through interactions with living and nonliving things. Students will investigate life cycles of animals and identify likenesses between parents and offspring.</p>
Week 5	Chapter 1	Plants can be grouped according to their parts and uses.	§112.12 – 2a, 2b, 2c, 2d, 2e, 3a
Week 6	Lesson 4: How do animals grow and change? Review, Chapter Test	Adult animals produce offspring that are similar but not identical to their parents. Animals go through different life cycle stages Review & Assessment	§112.12 – 2a, 2b, 2c, 2d, 2e, 3a
Week 7	Unit A (Life Science): Animals Chapter 2 Lesson 1-2 Lesson 1: What do plants need? Lesson 2: What are the parts of a plant?	We will read and learn about what plants need to live and stay healthy? Learn about the parts of plants and what they do to help plants live and grow?	§112.12 – 2a, 2b, 2c, 2d, 2e, 3a
Week 8	Lesson 3: How do plants grow and change?	Read and learn about the life cycles of plants?	§112.12 – 2a, 2b, 2c, 2d, 2e, 3a



	<p>Lesson 4 How can we group plants? Hands On Experiments, Unit Review & Assessment Review test prep Chapter test</p>	<p>Review & Assessment</p>	
<p>Week 9</p>	<p>Unit B (Life Science): Environment for living things Chapter 3 Lesson 1 What is an Environment? Lesson 2 What helps plant? Review, Chapter Test 4: Places to live Lesson 1 What lives in a Forest? Lesson-2 What lives in a Desert? Lesson 3 What lives in Ocean? Review, Chapter Test</p>	<p>Animals use their senses and body parts to live and learn about their Environment Many different living and nonliving things are found in forests, oceans, wetlands, and deserts. Animals use the living and nonliving things in their environment for food and shelter.</p>	<p>1.9 Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur</p>



2nd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
Week 1	Unit C (Earth Science): Our Earth Chapter 5 Lesson 1 What are some kinds of lands? Lesson 2 What are some kinds of water? Lesson 3 How does earth change? Review, chapter assessment	Learn about different kinds of lands Identify and describe different kinds of landforms similarities and differences in landforms infer how land and water are different? How water changes earth?	§112.12 – 7a, 7b 7c (8) Earth and space. The student knows that the natural world includes the air around us, and objects in the sky. The student is expected to: (A) Record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy; B) Observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun; C) Identify characteristics of the seasons of the year and day and night; and D) Demonstrate that air is all around us and observe that wind is moving air
Week 2	Unit C (Earth Science): Natural resources Chapter 6 Lesson 1, What are natural resources? Lesson 2 what can we observe about rocks and soil?	A natural resource is something from Earth that people use. Air, water, land, rocks, minerals, and soil are natural resources that people use in many ways. Air and water help keep living things alive. Air pollution happens when harmful things get into air; water pollution happens when harmful things get into water. People can help clean up pollution.	§112.12 – 7a, 7b 7c 1.7 Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems.



Week 3	Unit C (Earth Science): Earth Lesson 3 How can we protect natural resources? Lesson 3, Review, Chapter Test	Reusing, recycling, and reducing trash saves natural resources. Reusing means to use something again; recycling means to take	§112.12 – 7a, 7b 7c 1.7 Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems.
Week 4	Chapter 7 Lesson 1 What is weather? Lesson 2 How can we measure weather?	Weather is what the air outside is like. It can be measured with various tools. Observe and measure weather. Learn use thermometers to measure the temperature of air.	§112.12 -7a, 7b
Week 5	Lesson 3 What makes clouds and rain? Hands On Experiments, Unit Review & Assessment.	Weather changes from day to day and season to season. Temperature is how warm or cool something is Describe how clouds form when warmer air meets cooler air?	§112.12 (8) Earth and space. The student knows that the natural world includes the air around us, and objects in the sky. The student is expected to: A) Record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy; B) Observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun; C) Identify characteristics of the seasons of the year and day and night; and



			D) Demonstrate that air is all around us and observe that wind is moving air
Week 6	Unit D (Earth Science): Weather and Sky Chapter 8 Lesson 1 What is spring? Lesson-2 what is summer?	Water moving from Earth to the sky and back again is called the water cycle. Spring, summer, fall, and winter are the four seasons.	§112.12 – 4c, 8a, 8b, 8c, 8d
Week 8	Unit D (Earth Science): Weather and Sky Lesson 3 What is Fall? Lesson 4 what is winter?	Compare fruits and seeds to identify similarities and differences. Why seasons influence people's activities	A) Observe, compare, describe, and sort components of soil by size, texture, and color;
Week 9	Chapter 9 Lesson 1-3 Unit D (Earth Science): Weather and Sky.	Observe and describe the daytime sky. Describe the nighttime sky why earth has day and night? Infer changes in the moon's shape.	§112.12 – 4c, 8a, 8b, 8c, 8d
	Review, Chapter Test		



3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
Week 1	Unit D (Earth Science): Weather and Sky Chapter 9 Lesson 1-2	You can see different objects in the day sky and night sky; the night sky is dark because there is no light from the Sun. As the moon moves around Earth, it appears to change shape. As Earth turns, the Sun seems to move in the sky. Shadows form and change throughout the day.	8) Earth and space. The student knows that the natural world includes the air around us, and objects in the sky. The student is expected to: (A) record weather information, including relative temperature, such as hot or cold, clear or cloudy, calm or windy, and rainy or icy; B) Observe and record changes in the appearance of objects in the sky such as clouds, the Moon, and stars, including the Sun; C) Identify characteristics of the seasons of the year and day and night; and (D) Demonstrate that air is all around us and observe that wind is moving air.
Week 2	Unit D (Earth Science): Weather and Sky Chapter 9 Lesson 3-4, Review, Chapter Test	You can see different objects in the day sky and night sky; the night sky is dark because there is no light from the Sun. As the moon moves around Earth, it appears to change shape. As Earth turns, the Sun seems to move in the sky. Shadows form and change throughout the day.	§112.12 – 4c, 8a, 8b, 8c, 8d
Week 3	Unit E (Physical Science): Describing Matter Chapter 10 Lesson 1-2	You can use your senses to classify and describe objects. Tools are used to observe and measure objects. Magnets attract objects made of iron and steel. Magnets can both repel and attract each other, and the strongest pull of a magnet is at its poles. Some objects float	(5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to: (A) classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture; and (B) predict and identify changes in materials caused by heating and cooling such as ice melting, water freezing, and water evaporating



		because they are light, flat, or have air in them.	
Week 4	Unit E (Physical Science): Describing Matter Chapter 10 Lesson 3-4, Review, Chapter Test	The three forms of matter are solids, liquids, and gases. A solid has its own shape, a liquid flows and takes the shape of its container, and a gas changes shape to fill the space it is in. A mixture is two or more kinds of matter put together. Water can change from one form to another; water freezes when it gets very cold, ice melts when it gets warm, and water evaporates when it is heated.	§112.12 – 4b, 5a, 5b Matter is described in terms of its physical properties, including relative size and mass, shape, color, and texture. The importance of light, heat, and sound energy is identified as it relates to the students' everyday life. The location and motion of objects are explored. When a solid and a liquid are mixed, some solids will dissolve in the liquid.
Week 5	Unit E (Physical Science): Changes in Matter Chapter 11 Lesson 1-2	The three forms of matter are solids, liquids, and gases. A solid has its own shape; a liquid flows and takes the shape of its container, and a gas changes shape to fill the space it is in. A mixture is two or more kinds of matter put together. Water can change from one form to another; water freezes when it gets very cold, ice melts when it gets warm, and water evaporates when it is heated. When a solid and a liquid are mixed, some solids will dissolve in the liquid	1.5(A)* classify objects by observable properties of the materials from which they are made such as larger and smaller, heavier and lighter, shape, color, and texture



<p>Week 6</p>	<p>Unit E (Physical Science): Describing Matter Chapter 11 Lesson 3, Review, Chapter Test</p>	<p>The three forms of matter are solids, liquids, and gases. A solid has its own shape, a liquid flows and takes the shape of its container, and a gas changes shape to fill the space it is in. A mixture is two or more kinds of matter put together. Water can change from one form to another; water freezes when it gets very cold, ice melts when it gets warm, and water evaporates when it is heated.</p>	
<p>Week 7</p>	<p>Review</p>	<p>Review & Assessment Hands On Experiments</p>	
<p>Week 8</p>	<p>Unit F (Physical Science): Energy Sources and Motion Chapter 12 Lesson 1-2</p>	<p>Energy is something that can cause change or do work. Heat is a form of energy that can make things warm. Heat affects solids, liquids, and gases differently. Light is a form of energy that you can see. Light can pass through some things but not others. Sound is made when something vibrates. Changing the vibration of an object affects the sound it produces.</p>	<p>§112.12 – 6a, 6b, 6c (6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to: (A) identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life; (B) predict and describe how a magnet can be used to push or pull an object; revised August 2014 (C) describe the change in the location of an object such as closer to, nearer to, and farther from; and</p>
<p>Week 9</p>	<p>Lesson Review, Hands on, work book</p>		



4th Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
Week 1	Unit F (Physical Science): Energy Sources and Motion Chapter 12 Lesson 3-4, Review, Chapter Test	Energy is something that can cause change or do work. Heat is a form of energy that can make things warm. Heat affects solids, liquids, and gases differently. Light is a form of energy that you can see. Light can pass through some Things but not others.	§112.12 – 6a, 6b, 6c
Week 2	Lesson 4 how is sound made?	Sound is made when something vibrates. Changing the vibration of an object affects the sound it produces.	
Week 3	Unit F (Physical Science): Energy Sources and Motion Chapter 13 Lesson 1-2	Pushes and pulls are forces that change the direction of an object. Gravity is a force that pulls objects toward the Earth’s center. Machines such as ramps, levers, and pulleys make some work easier to do. Speed is how fast or slow something moves. Using different amounts of force can change the motion of an object. Heavy objects are harder to move than light objects.	1.6(C) describe the change in the location of an object such as closer to, nearer to, and farther from 1.6(D) demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow
Week 4	Unit F (Physical	Pushes and pulls are forces that change the direction of an object. Gravity is a force that pulls objects toward the Earth’s center.	§112.12 – 4b, 5a, 5b 1.6(B)* predict and describe how a magnet can be used to push or pull an object



	Science): Energy Sources and Motion Chapter 13 Lesson 3, Review, Chapter Test	Machines such as ramps, levers, and pulleys make some work easier to do. Speed is how fast or slow something moves. Using different amounts of force can change the motion of an object. Heavy objects are harder to move than light objects.	(D) Demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow.
Week 5	Hands On Experiments, Unit	Review & Assessment	§112.12 – 2a, 2b, 2c, 2d, 2e, 3a
Week 6	Health Science: Major functions of the human body	Parts of the body and how they work together Practice safe actions when you play. Know how to stay well. Be active every day. Eating healthful foods.	§115.3 – 1a, 1b, 4a, 4b, 4c, 5a, 5b
Week 7	Health Science: Nutrition, Food Safety, Exercise	Review & Assessment	§112.12 – 2a, 2b, 2c, 2d, 2e, 3a
Week 8	Health Safety: Caring for Our Bodies,	Hands On Experiments, Unit Review & Assessment	§112.12 – 2a, 2b, 2c, 2d, 2e, 3a
Week 9	Review	Journal writing Hands on Activities	
	Graduation		



Darul Arqam

Scope and Sequence
Science Grade 1

UNIT VOCABULARY

Features			
Camouflage	Beaks	Plant growth	Seasons
Color	egg	requirements for life	Seed
Habitat	Feathers	Flowers	Seed coat
Insects	incubator	Leaves	Soil
Lungs	parent	Life cycle	Stem
	parent/offspring ~ similarity	Living	water
		Petal	

UNIT TOOLS

Computers	Hand lenses	Cups	Notebooks
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