
Marshfield School District Scope & Sequence Pacing Guide

Grade Level: Grade 1

Content Areas: Science

Quarter: 1

Topic-Unit	Learning Targets	Materials	Days
Forces and Motion	<ul style="list-style-type: none">• Understand how objects move (force, push, pull, straight line, curve, zigzag) and that a bigger push or pull makes things go faster or slower• Know that heat is caused from friction• Know that magnets can move things (attract and repel)• Scientific knowledge is based on evidence (observation)• Scientific use different kinds of investigations depending on the questions they want to answer	<u>National Geographic</u> <i>Pushes and Pulls</i> <u>National Geographic</u> <i>Forces and Motion</i>	40 days (suggested 1 hour per week)

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Grade Level: Grade 1

Content Areas: Science

Quarter: 2

Topic-Unit	Learning Targets	Materials	Days
Sun, Moon, Stars	<ul style="list-style-type: none">• Understand that the sun supplies light/heat and the differences between day and night• Understand what the basic objects in the sky are (sun, moon, stars)• Know the basic patterns of the sun and moon (sun moves across the sky)• Scientific knowledge is based on evidence (observation)• Scientific use different kinds of investigations depending on the questions they want to answer	<u>National Geographic</u> <i>Sun, Moon, Stars</i>	40 days (suggested 1 hour per week)

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Content Areas: Science

Quarter: 3

Topic-Unit	Learning Targets	Materials	Days
Weather	<ul style="list-style-type: none">• Understand that weather changes daily and with each season• Understand types of severe weather and how they change the landscape (blizzards, lightning, tornados)• Know what a cloud is and how it is made• Know that waves are formed by the movement of water• Scientific knowledge is based on evidence (observation)• Scientific use different kinds of investigations depending on the questions they want to answer	<u>National Geographic</u> <i>Weather</i> Imagine It! Unit 5 <i>What's the Weather?</i>	40 days (suggested 1 hour per week)

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Grade Level: **Grade 1**

Content Areas: **Science**

Quarter: **4**

Topic-Unit	Learning Targets	Materials	Days
Basic Needs of Plants and Animals Similarities and Differences	<ul style="list-style-type: none">• Know that plants need soil, water, sunlight, and air• Know the basic parts and functions of a plant (root, stem, leaves, flower)• Know that animals need nutrients, shelter, water, and sun to survive• Understand how the needs of plants and animals are similar and different• Scientific knowledge is based on evidence (observation)• Scientific use different kinds of investigations depending on the questions they want to answer	<u>National Geographic <i>Plants and Animals</i></u> Imagine It! Unit 8 <i>Away We Grow</i>	40 days (suggested 1 hour per week)

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Grade Level: Grade 1

Content Areas: Health

Quarter: 1-4

Topic-Unit	Learning Targets	Materials	Days
Self-Care and Hygiene	<ul style="list-style-type: none"> • Understand the importance of washing your hands and body • Understand basic ways to prevent the spread of germs • Understand how to take care of your body through exercise and eating healthy 	Embedded into all Science Curriculum as well as everyday routine and supplemental resources discussed at PLC meetings	Ongoing throughout the school year and different resources
Seatbelt Safety Bicycle Safety	<ul style="list-style-type: none"> • Students will describe good decisions related to personal safety. 	Officer Friendly	30 minutes
Empathy Training Emotional/ Self-Management (anger management, anger buttons, calming down, self-talk, stop, calm down, think) Problem Solving-Character Education (problem solving steps, keeping out of fights, name calling, apologies/intentions, tattling vs. telling)	<ul style="list-style-type: none"> • Students will identify their own and others' feelings and explore others' perspectives and ways to respond empathetically. • Students will identify pro-social behaviors and friendship skills. • Students will identify actions and words that show respect, honesty, and responsibility. • Students will recognize strong feelings, identify strategies for calming down, and recognize impulse behaviors. 	Guidance and Counseling Curriculum (through school guidance counselor and social worker programs)	Ongoing throughout the school year

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<p>Personal Safety (Protective Behaviors, School Safety- good and bad touch, you can say “no”, private body parts, problem solving)</p>	<ul style="list-style-type: none">• Students explore a social problem-solving strategy (5 step), especially in situations involving strong feelings.• Students will describe good decisions related to personal safety.		
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