

**GRADE 1
SCIENCE ORDER OF INSTRUCTION**

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<u>Body of Knowledge:</u> Life Science (3 benchmarks)	<u>Body of Knowledge:</u> Earth and Space Science (7 benchmarks)	<u>Body of Knowledge:</u> Physical Science (3 benchmarks)	<u>Body of Knowledge:</u> Life Science (2 benchmarks)
Big Idea 14: Organization and Development of Living Organisms	Big Idea 5: Earth in Space and Time Big Idea 6: Earth Structures	Big Idea 8: Properties of Matter Big Idea 12: Motion of Objects Big Idea 13: Forces and Changes in Motion	Big Idea 16: Heredity and Reproduction Big Idea 17: Interdependence

Big Idea 1: The Practice of Science
The Practice of Science benchmarks should be introduced during the first nine weeks and then embedded in all science lessons throughout the year as they blend easily with teaching inquiry and are the basis of an activity/lab-based science classroom. In first grade, the Practice of Science focuses heavily on the introduction and implementation of science processes: raising questions, investigating questions in teams, using the five senses to make observations, comparing observations, keeping records, and generating conclusions. Lab safety and the use of scientific tools should also be introduced at the beginning of the year and re-addressed throughout the year.

Rationale for Grade 1 Order of Instruction:

1st Nine Weeks

Life Science is taught during the 1st nine weeks because brain-based research shows that kindergarten students are still developmentally “All about Me.” Teacher input was considered regarding whether to study plants early in the school year (apples and pumpkins) or in the spring (seeds, gardens, flowers). Splitting the Life Science Body of Knowledge gives the teacher/students a chance to revisit life sciences at the end of the year.

2nd Nine Weeks

Earth and Space Science is taught during the 2nd nine weeks because that time of year provides optimal opportunities for night time viewing of the sky as the sun begins to set earlier during the late fall and early winter months.

3rd Nine Weeks

Physical Science is taught during the 3rd nine weeks because force and motion concepts are more challenging and abstract, making them more appropriate for later in the year.

4th Nine Weeks

Life Science is taught during the 4th nine weeks because many teachers prefer to teach life/environmental studies in the spring. During the year, the primary students’ world expands and is no longer “All about Me.” In the fall, students are introduced to living things and their characteristics. In the spring, the understanding of living things expands to include reproduction and interdependence. This expansion coincides with the seasonal life cycle changes of living things in their changing world.

