

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
	Matter	Matter	Matter	Matter	Matter
3.2.2.A.3	All matter has properties that can be observed by our 5 senses. Heating and cooling may cause changes in the properties of materials.	Students will be able to understand that everything is made of matter. Students will be able to recognize that solids and liquids have properties. Students will be able to examine how solids and liquids may be mixed or dissolved in water.	Unit E, Ch. 1, Lessons 1-4 (E5-23) District Resource Activity #1 - Exploring States of Matter (and worksheet) Unit E Ch 1 - Activity E4 District Resources WS E1-1 Classify Language Arts link - TM E6	Unit E Ch 1 Assessment	matter solid liquid gas mixture
3.2.2.A.4	Combining or separating two or more substances can make new materials with different properties.	Students will be able to demonstrate that heating, melting, and cooling may cause changes in properties of materials.	Unit E Ch 2, Lesson 2 (E39-43); WB 115 District Resource Activity #2 - Making Ice Pops Unit E Ch 2, Lesson 1 (E33-37); WB 113 Unit E Ch 2, Lesson 3 (E45-49)	Matter Quiz	evaporation condensation
3.2.2.A.5	All objects are made of matter.	Students will be able to model how substances may melt or freeze depending if they are heated or cooled. Students will be able to identify that some changes are reversible and some changes are not reversible (i.e. burning)	Unit E Ch 2, Lesson 3 Activity E44 District Resource WS E2-3 - Predict	What is Matter? (Assessment) Unit E Ch 2 Assessment	reversible change irreversible change
	Energy	Energy	Energy	Energy	Energy
3.2.2.B.2	Basic energy types and sources include mechanical, electrical, and magnetic.	Students will be able to identify types of energy.	District Resource - Where Does It Get Its Energy (lesson plans and activity)	Where Does It Get Its Energy?	energy
3.2.2.B.2	Different forms of energy cause changes (sunlight, heat, wind).	Students will be able to recognize the sun is an important source of energy for living and nonliving things.	District Resource - Forms of Energy (Lesson Plan) www.energystar.gov www.eia.gov/kids/ www.eschooltoday.com/what-is-energy-for-children.html		renewable energy nonrenewable energy

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<p>3.2.2.B.6</p> <p>CC.1.2.5.B</p> <p>CC.1.4.2.X</p>	<p>The sun is an important energy source for living and nonliving systems and help organisms stay alive.</p> <p>Scientific investigations involve asking and answering questions and comparing the answer to what is already known.</p> <p>Scientists describe key ideas or details from a text, information presented orally, or through other media (notebooking).</p> <p>Scientists write routinely over extended time frames (research, reflection) and shorter time frames (notebooking) for a range of science specific tasks.</p>	<p>Students will be able to identify ways in which the sun's energy comes to them,.</p>	<p>District Resource - The Warmth of the Sun (Lesson Plan and WS)</p> <p>District Resource - Sun Energy (lesson plan)</p>	<p>Energy Vocab Assessment</p>	
			<i>Recommended Time Frame: 50-60 days</i>		

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	Agriculture	Agriculture	Agriculture	Agriculture	Agriculture
4.3.2.A	Jobs and hobbies people have in the community require natural resources.	Students will be able to recognize agricultural products.	District Resource - Agriculture Every Life (lesson plan and 2 WS) District Resource - Family Fun Activity Book		agriculture crops tractor soybean grain livestock cattle system natural resource
4.3.2.B	Products and by-products are derived from renewable resources.	Students will be able to identify how agriculture affects daily life.	(These 2 lessons align with all agriculture concepts)		organic soil wheat
4.4.2.A	Agriculture is a living system.	Students will be able to identify how renewable resources.	Unit C Chapter 1, Lessons 1-3		renewable
4.4.2.A	Food and fiber originate from plants and animals.	Students will be able to observe and explain how natural resources are used to make products.			nonrenewable
4.4.2.B	Agriculture supports jobs in PA.				reuse recycle pollution drought flood fires watershed wetland
4.5.2.A	Natural resources are used to make various products.			Agriculture Assessment	

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	Water Cycle/Clouds	Water Cycle/Clouds	Water Cycle/Clouds	Water Cycle/Clouds	Water Cycle/Clouds
3.3.2.A4	Water evaporates and condenses.	Students will be able to identify and explain the water cycle.	Unit D Ch 2, Activity D4		water Cycle
3.3.2.A4	Water exists in solid (ice) and liquid (water) form.	Students will be able to recognize the tools used to measure weather conditions.	Unit D Ch 2, Lesson 2 (D43-45); WB 91		cycles
3.3.2.A4	Water exists on or near the surface of the Earth in the form of solid, liquid, or gas.	Students will be able to predict weather by identifying different types of clouds.	District Resource - Water Cycle (lesson plan with activity WS) www.teachertube.com/viewVideo.php?video_id=20556		water vapor
3.3.2.A4	Melting, freezing, evaporation, and condensation are various phases of the water cycle.	Students will be able to identify and different weather conditions.	www.get2knowh20.org Activity - TM Dli-Dlj; WB156-158		evaporation
		Students will be able to model different ways to prepare for various weather conditions.	Unit D Ch 2 (only clouds) D50-51		condensation
		Students will be able to understand that scientists collect, describe, and record basic information about weather over time.	Cloud Pictures TM D50 Study Guide		startus
		Students will be able to identify that melting, freezing, evaporation, and condensation are various phases of the water cycle.		Water Cycle and Clouds Assessment	cirrus
					cumulus
					precipitation
					fresh water
					salt water
					lotic
					lentic
					weather
	The Solar System	The Solar System	The Solar System	The Solar System	The Solar System
3.3.2.B1	The sun rises and sets at various times during the year.	Students will be able to identify and compare stars, planets, and constellations.	Unit D Ch 1 Lessons 1-4 (D2-33); WB 75-86		solar system
3.3.2.B1	The sun and moon are in certain spots in the sky during day and night.	Students will be able to identify the causes of seasons on earth.	Study Guide		moon
					telescope
					constellation

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3.3.2.B1	The appearance of the moon changes during the course of a month	Students will be able to recognize how the moon moves and changes.		Unit D Ch 1 Assessment	sun/star
CC.1.3.2.B	Scientists ask and answer questions such as who, what, why, when, where, and how to demonstrate understanding of details.				planet
CC.1.2.2.J	Scientists acquire and use grade appropriate conversational, general academic, and domain-specific words and phrases. Scientific fact and opinion are distinguishable.				rotation orbit season
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3.1.2.A3	Living things have similarities and differences in their life cycle.		Unit A Ch 1, Lesson 1-3 (A4-21) Study Guide	Unit A Ch1 Assessment	living nonliving nutrients
3.1.2.C2	Living things will only survive if their needs are being met.		Unit A Ch 2, Lessons 1-2 (A24-37) Study Guide	Unit A Ch 2 Assessment	seed coat seedling mammal
3.1.2.C3	There are living things once found on Earth that are no longer here.		Unit A Ch 3 Lessons 1-4 (A42-69) Study Guide	Unit A Ch 3 Assessment	reptile amphibian insect/IPM
3.1.2.C3	Once living things resemble living things now living on Earth.		Unit B Ch1, Lessons 1-5 (B2-37) Study Guide	Unit B Ch 1 Assessment	life cycle skeleton muscles
3.1.2.A5	The different parts of a plant work together to make it function.		Unit B Ch 2, Lessons 1-3 (B38-B63) Workbook 45-54 Study Guide	Unit B Ch 2 Assessment	heart lungs heart rate
4.1.2.A	Plants and animals are dependent on living and nonliving things in an aquatic habitat (ecosystem).				digest saliva esophogus stomach
4.1.2.A	Living things are dependent on nonliving things in the environment (ecosystem).				environment habitat desert
4.1.2.C	There are sources of energy in an aquatic environment.				rain forest forest tundra
4.2.2.C	Plants and animals have basic needs in an aquatic system.				pond adaptation camouflage
4.1.2.D	Living things differ in color, shape, and size.				migrate hibernate estivate
4.1.2.E	Adaptations are important to living things for survival in their environment.				threatened endangered extinct characteristics life processes biological

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4.5.2.C	People can reduce pollution; our actions affect the health of the environment.				
4.5.2.D	People can help the environment by reducing, reusing, recycling, and composting.				
	Scientists use simple equipment to gather data - not just their senses.				
CC.1.4.2.P	Scientists may organize a short sequence of events using temporal words to signal event order.				
CC.1.4.2.D CC.1.4.2.J	Scientists group information and provide a concluding statement.				
CC.1.4.2.H CC.1.4.2.I	Sometimes scientists state an opinion on a topic and support the reason with details and facts.				
			<i>Recommended Time Frame: 50-60 days</i>		