

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
4.1.1.A	Living things in a terrestrial habitat have basic needs.	Students will be able to identify the five senses. Students will be able to describe basic needs of living things.	Unit A Ch 1, Lesson 1 - A4-A9; WB 2-3 5 Senses Resource Packet Five Senses Videos: Youtube - The Five Sense Song and 5 Senses - A New Counting Song by Rockin' Rainbow and Let's Boogie	Unit A Ch 1 Assessment	ecosystem habitat characteristics
3.1.1.A2	Basic needs of living things include food, water, shelter, space (habitat), and sun's energy.	Students will be able to label parts of a plant and identify their functions. Students will be able to recognize that all plants germinate from seeds and grow and change.	Unit A Ch 1, Lesson 2 - A10-A15; WB 5 Living Things Videos: Discovery Education Living and NonLiving Things Unit A Ch 1 Investigation Challenge TE A13 Unit A Ch 1 Review A18; WB 6		life processes biological threatened endangered
3.1.1.A5	Plants are made up of parts that have specific functions and the parts of the plant work together to make the organism function.	Students will be able to indicate how plants, animals, and humans are dependent on clean air and water.	Unit A Ch 2, Lesson 1 - A22-A27; WB11 Plant Resource Packet	Unit A Ch 2 Assessment	extinct agriculture
3.1.1.B1	Plants germinate from seeds and grow and change.	Students will be able to explain how organisms with similar external characteristics are related to environmental habitat.	Unit A Ch 2, Lesson 2 - A28-A31; WB12-13 Magic School Bus: Goes to Seed		integrated pest management
3.1.1.A2	Plants, animals, and humans are dependent on clean air and water.	Students will be able to identify certain living things (insects, plants) that humans consider pests, and how humans try to control the pest population.	Unit A Ch 2, Lesson 3 - A32-A35; WB15 Magic School Bus: Get Planted Unit A Ch 3, L 1 A42-A47; WB 20-21 Compass 10025, 20128		
3.1.1.A1	Organisms have similar external characteristics and similarities and differences and are related to environmental habitat.	Students will be able to examine how living things change over time as a result of habitat.	Unit A Ch 3, Lesson 2 - A48 A53; WB22-23		
4.5.1.B	Humans consider certain living things (insects/plants) to be pests.	Students will be able to explain how the change of seasons may affect living things.	Unit A Ch 3, Lesson 3 - A54-A57; WB25 Compass 10021		
4.5.1.B	Humans try to control the population of pests.		Pest Contro Video: Youtube - Kid Snippets: Pest Control (Imagined by Kids)		

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
3.1.1.C1 4.1.1.E	Living things change over time as a result of habitat; the change of seasons may affect living things.	Students will be able to demonstrate how plants and animals in a terrestrial habitat go through life cycles.	Unit A Ch 3, Lesson 4 - A58-A63; WB27 Compass 20029		
4.4.1.C	Plants and animals in a terrestrial habitat go through life cycles.	Students will be able to indicate that within terrestrial habitats there are simple food chains.	Unit A Ch 3, Lesson 5 - A64-A69; WB28-29 Unit A Ch 3, Lesson 6 - A70-A73; WB30-31 Life Cycles Resource Packet	Unit A Ch 3 Assessment	
4.1.1.C	Within terrestrial habitats are simple food chains.	Students will be able to describe how Native Americans and early settlers used tools in agriculture.	Unit B Ch 1, Lesson1 - B4-B9; WB36-37 Food Chain Resource Packet Food Chain Videos: Youtube -Food Chains for Kids:Food Webs. Thre Circle of Life, and Flow of Energy		
4.4.1.D	Native Americans and early settlers used tools in agriculture.	Students will be able to explain how living things may be threatened, endangered, or extinct.	Unit B Ch 1, Lesson 2 - B10-B13; WB39 Extinction Videos: Discovery Education - "Exploring Dinosaurs"		
4.1.1.D	Living things may be threatened, endangered, or extinct.	Students will be able to recognize that living things are dependent on nonliving things in an environment.	Youtube - 10 Fascinating Aniamls: Creative Countdown.		
3.1.1.A2	Living things are dependent on nonliving things in the environment (ecosystem).	ecosystem.	Unit B Ch 1, Lesson 3 - B14-B19; WB40-41	Unit B Ch1 Assessment	
3.1.1.A2	Basic needs of living things include food, water, shelter, space (habitat), and sun's energy.		Unit B Ch 2 Lessons 1-4, B26-BB41; WB 47-53 Habitats Resource Packet Habitats Videos: Youtube - Habitats Song with Lyrics; Animal Habitats/Animal Homes/ Animal Videos for Kids Wetlands Packet Wetlands Videos: Discovery Education - "Wetlands"		
4.1.1.A	Living things in a terrestrial habitat have basic needs.		Youtube - "Fabulous Wetlands with Bill Nye" "Animals of Wetlands" Compass - Oceans 10019, 10020 Compass - Wetlands 20125, 20136	Unit B Ch 2 Assessment	

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
CC.1.4.1.B	Scientists can identify and write about one specific science topic.			Common District Assessment	
CC.1.4.K.V	Scientists may participate in shared or individual research and writing projects.				
CC.1.5.1.C	Scientific investigations involve asking and answering questions.				
Recommended Time Frame: 55-65 Days					

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
3.2.1.B3	Understand that daily temperatures change as the Earth is heated or cooled.	Students will be able to display how light travels through different materials.	Discovery Education - "Light", "How Light Moves"		
3.2.K.B6	Light from the sun is an important source of energy for both living and nonliving things.	Students will be able to understand that mirrors and prisms may be used to reflect light.	Background Knowledge: Unit A Ch 1	Unit F Ch 1 Assessment	
3.2.K.B6	Some source of energy is needed for organisms to stay alive and grow.	Students will be able to explain that daily temperatures change as the Earth is heated and cooled.			
CC.1.5.1.C	Scientists ask and answer questions about what a speaker says on a science topic.	Students will be able to recognize that light from the sun is an important source of energy for both living and nonliving things.	Units E and F		
CC.1.5.1.F	Scientists add drawings or other visual displays when sharing science ideas and concepts.		Recommended Time Frame: 45-55 Days		
	Scientists ask questions about objects, organisms, and events.				

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
3.3.1.A1	Earth materials can be observed, described, and sorted.	Students will be able to demonstrate that Earth's materials can be observed, described, and sorted.	Unit C Ch 1, Lesson 1 - C4-C7; WB 58 Magic School Bus: Rocks and Rolls Compass: 10110	Unit C Ch1 Assessment	lotic
3.3.1.A1	Composition of soils vary.		Unit C Ch1, Lesson 2 - C8-C11; WB 61		lentic
3.3.1.A1	Soils are made up of both organic and inorganic matter (weathered rock)	Students will be able to understand that the composition of soil varies.	Unit C Ch1, Lesson 3 - C12-C15; WB 62-63 Soil Videos: Youtube - "What's the Dirt On - Dirt?", "Who Needs Dirt? Crash Course Kids" "The Dirt Decomposers: Crash Course Kids"		habitat
3.3.1.A4	Soils compare the layers of the Earth's surface.	Students will be able to recognize that soils are made up of both organic and inorganic matter (weathered rock)	Unit C Ch 2, Lesson 1 - C22-C27 Unit C Ch 2, Lesson 2 - C28-C31; WB 70-71 Unit C Ch 2, Lesson 3 - C32-C35		system
4.5.1.A	Humans use resources from the environment.	Students will be able to compare soil layers of the Earth's surface.	Unit C Ch 2, Lesson 4 - C36-C41; WB 76 Magic School Bus: Holiday Special Agriculture Videos: Youtube - "10 Things Kids Want to Know About Farming", "Grow With Agriculture"		precipitation
4.3.1.A	We use renewable resources in our community.	Students will be able to identify that there is a difference between renewable and nonrenewable resources.			water cycle
4.4.1.A	Soils play a role in agricultural systems.				weather
4.4.1.B	An agricultural system provides products and by-products.	Students will be able to conclude that humans use resources from the environment.			soil
4.5.1.C	Pollution affects the health of a habitat.	Students will be able to explain how we use renewable resources in our community.	Pollution Video: Youtube - "Science Videos for Kids How to Care for the Environment"		evaporation
4.5.1.D	Waste from home, school, and community goes to the Wyoming Valley Sanitary Authority.	Students will be able to indicate the role that soils play in agricultural systems.	See WVSA Lesson Plan and Coloring Book Sanitation Video: Youtube - "The Sewage Treatment Process" http://www.eschooltoday.com/wastewater/introduction-to-wastewater.html		condensation
3.3.1.A5	Various tools are used to measure and describe weather.	Students will be able to acknowledge that an agricultural system provides products and by-products.	Unit D Ch 1, Lesson 1 - D4-D7; WB 81 Compass 10108 Unit D Ch 1, Lesson 2 - D8-D11; WB 82-83	renewable	
				nonrenewable	
				organic	
				cycles	
				landform	
				natural resource	
				fresh water	
				salt water	

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
4.2.1.A	Melting, freezing, evaporation, and condensation are various phases of the water cycle.	Students will be able to correlate pollution's affect on the health of a habitat.	Magic School Bus: Goes on Air Unit D Ch 1, Lesson 3 - D12-D15; WB 84-85		watershed
3.3.1.A5	Scientists collect, describe, and record basic information about weather over time.	Students will be able to deduce that waste from home, school, and community goes to the WWSA.	Compass 10109, 10026 Magic School Bus: Wet All Over Water Cycle Songs: Youtube - "The Water Cycle Song", "Water Cycle Song Video", "Water Cycle-Blazer Fresh/Go Noodle"		wetland
3.3.1.B1	Shadows fall in different places at different times of the day.	Students will be able to recognize that various tools are used to measure and describe weather.	Shadows Videos: Youtube - Peep and the Big Wide World: Shadow Play", "Following the Sun:Crash Course Kids #8.2"		
	Scientists may form an opinion on a scientific topic and support the opinion with related scientific facts.	Students will be able to understand that scientists collect, describe, and record basic information about weather over time.	Discovery Education - "Nina and the Neurons Earth Explores: Night and Day"	Unit D Ch 1 Assessment	
		Students will be able to identify that melting, freezing, evaporation, and condensation are various phases of the water cycle.	Units C and D		
Recommended Time Frame: 50-60 Days					
CC.1.3.1.B	Scientists ask and answer questions about key details in a text.	Students will be able to demonstrate that shadows fall in different places at different times of the day.	Units C and D		
CC.1.3.1.E	There is a difference between books that tell stories and books that give information.		Units C and D		