

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
	<b>Matter</b>	<b>Matter</b>	<b>Matter</b>	<b>Matter</b>	<b>Matter</b>
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.	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
3.2.2.A.4	Combining or separating two or more substances can make new materials with different properties.	Students will be able to examine how solids and liquids may be mixed or dissolved in water.  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) Unit E Ch 2, Lesson 3 Activity E44	Matter Quiz	mixture  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)	District Resource WS E2-3 - Predict	What is Matter? (Assessment) Unit E Ch 2 Assessment	reversible change  irreversible change
	<b>Energy</b>	<b>Energy</b>	<b>Energy</b>	<b>Energy</b>	<b>Energy</b>
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) <a href="http://www.energystar.gov">www.energystar.gov</a> <a href="http://www.eia.gov/kids/">www.eia.gov/kids/</a> <a href="http://www.eschooltoday.com/what-is-energy-for-children.html">www.eschooltoday.com/what-is-energy-for-children.html</a>		renewable energy  nonrenewable energy

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)		Terminology
<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>		

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
	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 Assessment	agriculture
4.3.2.B	Products and by-products are derived from renewable resources.	Students will be able to identify how agriculture affects daily life.	<b>(These 2 lessons align with all agriculture concepts)</b>		crops
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		tractor
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.			soybean
4.4.2.B	Agriculture supports jobs in PA.				grain
4.5.2.A	Natural resources are used to make various products.				livestock
					cattle
					system
					natural resource
					organic
					soil
					wheat
					renewable
					nonrenewable
					reuse
					recycle
					pollution
					drought
					flood
					fires
					watershed
					wetland

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
	<b>Water Cycle/Clouds</b>	<b>Water Cycle/Clouds</b>	<b>Water Cycle/Clouds</b>	<b>Water Cycle/Clouds</b>	<b>Water Cycle/Clouds</b>
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 cycles
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		water vapor evaporation condensation
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)  <a href="http://www.teachertube.com/viewVideo.php?video_id=20556">www.teachertube.com/viewVideo.php?video_id=20556</a>		stratus cirrus cumulus precipitation
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.  Students will be able to model different ways to prepare for various weather conditions.  Students will be able to understand that scientists collect, describe, and record basic information about weather over time.  Students will be able to identify that melting, freezing, evaporation, and condensation are various phases of the water cycle.	<a href="http://www.get2knowh20.org">www.get2knowh20.org</a> Activity - TM Dli-Dlj; WB156-158  Unit D Ch 2 (only clouds) D50-51  Cloud Pictures TM D50 Study Guide	Water Cycle and Clouds Assessment	fresh water salt water lotic lentic weather
	<b>The Solar System</b>	<b>The Solar System</b>	<b>The Solar System</b>	<b>The Solar System</b>	<b>The Solar System</b>
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  moon
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		telescope  constellation

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
<p>3.3.2.B1</p> <p>CC.1.3.2.B</p> <p>CC.1.2.2.J</p>	<p>The appearance of the moon changes during the course of a month</p> <p>Scientists ask and answer questions such as who, what, why, when, where, and how to demonstrate understanding of details.</p> <p>Scientists acquire and use grade appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>Scientific fact and opinion are distinguishable.</p>	<p>Students will be able to recognize how the moon moves and changes.</p>	<p></p>	<p>Unit D Ch 1 Assessment</p>	<p>sun/star</p> <p>planet</p> <p>rotation</p> <p>orbit</p> <p>season</p>
			<i>Recommended Time Frame: 50-60 days</i>		

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
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 seed coat seedling mammal reptile amphibian insect/IPM life cycle skeleton muscles heart lungs heart rate digest saliva esophogus stomach
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	
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	
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	
3.1.2.A5	The different parts of a plant work 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	
4.1.2.A	Plants and animals are dependent on living and nonliving things in an aquatic habitat (ecosystem).				environment habitat desert rain forest forest tundra pond adaptation camouflage migrate hibernate estivate
4.1.2.A	Living things are dependent on nonliving things in the environment (ecosystem).				
4.1.2.C	There are sources of energy in an aquatic environment.				
4.2.2.C	Plants and animals have basic needs in an aquatic system.				
4.1.2.D	Living things differ in color, shape, and size.				
4.1.2.E	Adaptations are important to living things for survival in their environment.			life processes biological	threatened endangered extinct characteristics

Standards	Learning Objectives	Student Performance Objectives	Resources/Activities (Optional)	Assessments (Optional)	Terminology
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	Scientists group information and				
CC.1.4.2.J	provide a concluding statement.				
CC.1.4.2.H	Sometimes scientists state an				
CC.1.4.2.I	opinion on a topic and support the reason with details and facts.				
			<i>Recommended Time Frame: 50-60 days</i>		