



MOHAWK

Local School District

Preparing today's students for tomorrow's challenges

Mohawk Local Schools 1st Grade SCIENCE

1st Quarter: Curriculum Guide

Guiding Principles of the Scientific Inquiry/Learning Cycle:

Evaluate...Engage...Explore...Explain...Extend...Evaluate

Identify ask valid and testable questions

Research books, other resources to gather known information

Plan and Investigate

Use appropriate mathematics, technology tools to gather, interpret data.

Organize, evaluate, interpret observations, measurements, other data

Use evidence, scientific knowledge to develop explanations

Communicate results with graphs charts, tables

Critical Areas of Focus Being Addressed:

- Cycles and Patterns in the Solar System
- Light, Sound and Motion
- Interactions within Ecosystems
- Scientific inquiry and Application

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
(DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

LS.1 (DOK 1) Living things have basic needs, which are met by obtaining materials from the physical environment.

I understand that energy from the sun or food, nutrients, water, shelter, and air are some of the physical needs of living

	things in Ohio. (K) I can observe and ask questions about the natural environment. (K)
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2nd Quarter: Curriculum Guide

Guiding Principles of the Scientific Inquiry/Learning Cycle:

Evaluate...Engage...Explore...Explain...Extend...Evaluate

- Identify ask valid and testable questions
- Research books, other resources to gather known information
- Plan and Investigate
- Use appropriate mathematics, technology tools to gather, interpret data.
- Organize, evaluate, interpret observations, measurements, other data
- Use evidence, scientific knowledge to develop explanations
- Communicate results with graphs charts, tables

Critical Areas of Focus Being Addressed:

- Cycles and Patterns in the Solar System
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Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

PS.1 (DOK2) Properties of objects and materials change.

I can understand that changes occur in objects and materials.
 (R)

PS.1 (DOK2) Objects can be moved in a variety of ways, such as straight, zigzag, circular, and back and forth.

I can understand that changing the position of an object is a result of pushing or pulling. (R)



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3rd Quarter: Curriculum Guide

Guiding Principles of the Scientific Inquiry/Learning Cycle:

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- Identify ask valid and testable questions
- Research books, other resources to gather known information
- Plan and Investigate
- Use appropriate mathematics, technology tools to gather, interpret data.
- Organize, evaluate, interpret observations, measurements, other data
- Use evidence, scientific knowledge to develop explanations
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Critical Areas of Focus Being Addressed:

- Cycles and Patterns in the Solar System
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Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

ESS.1 (DOK2) The sun is the principal source of energy.

I understand that the sun is a source of energy that changes land, air, and water. (R)

ESS.2 (DOK3) The physical properties of water can change.

I can describe how the physical properties of water can change. (PS)



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4th Quarter: Curriculum Guide

Guiding Principles of the Scientific Inquiry/Learning Cycle:

Evaluate...Engage...Explore...Explain...Extend...Evaluate

- Identify ask valid and testable questions
- Research books, other resources to gather known information
- Plan and Investigate
- Use appropriate mathematics, technology tools to gather, interpret data.
- Organize, evaluate, interpret observations, measurements, other data
- Use evidence, scientific knowledge to develop explanations
- Communicate results with graphs charts, tables

Critical Areas of Focus Being Addressed:

- Cycles and Patterns in the Solar System
- Light, Sound and Motion
- Interactions within Ecosystems
- Scientific inquiry and Application

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product:
 (DOK1) (DOK2) (DOK3) (DOK4)

Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can.....", "Students Will Be Able To....."

LS.2 (DOK 2) Living things survive only in environment that meet their needs.

I can observe how living things impact the environment in which they live and the environment impacts living things. (R)

	I can observe and ask questions about the natural environment. (K)
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