

Jay Curriculum: Unit Cover Page

Unit title: Plants/Apples **Grade Level:** 1
Content Area(s): Science **Date Created:**
Designed By: Jay First Grade Teachers

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- Classifying Life Forms
- A1 Identify the differences between living and non-living things
- A2 Describe characteristics of different living things
- A3 Explain, draw, or otherwise demonstrate the life cycle of an organism
- A4 Design and describe a classification system for objects
- Cells
- C1 Demonstrate that living things are made of different parts
- C2 Demonstrate an understanding that plants and animals need food, water, and gases to survive
- Continuity and Change
- D3 Draw or describe ways in which an organism can change over its lifetime, sometimes in predictable ways
- Structure and Matter
- E1 Show that large things are made up of smaller pieces
- E2 Describe some physical properties of objects
- Energy
- H2 Explain why living things need energy
- Scientific Reasoning
- K3 Make observations
- Communication
- L1 Describe and compare things in terms of number, shape, texture, size, weight, color, and behavior
- L6 Make and read simple graphs

Unit: Plants/ Apples

Brief Summary of Unit/Topic

Summary:

This unit provides experiences that will help students develop an understanding of characteristics of living things of the plant world. In this unit students will be introduced to the changes of plants through the seasons. Students will explore the functions and uses of various plants and seeds. A variety of books, A.V. materials and hands-on materials such as an exploration table will be utilized. Concepts are reinforced daily through the use of interrelated projects.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

In this unit, students will explore the relationship between soil, roots, and plants. They will become aware of the changes of plants through the seasons.

Students will know:

1. The differences between living and non-living plants.
2. Living things are made up of different parts.
3. Plants change over their lifetime.
4. Organisms depend upon their environment.
5. Apples can be grouped on observable characteristics (McIntosh, Granny Smith, Golden Delicious, Red Delicious)

Students will be able to:

1. Create a collage of living and non-living items
2. Make and read simple graphs, such as their favorite apples
3. Observe and label parts of a bean plant
4. Observe and label parts of an apple
5. Compare and contrast 4 kinds of apples
6. Illustrate the changes in an apple through the seasons

Enduring Understanding/s:

- Living things have certain characteristics
- An apple tree will change through the seasons.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Students will create a collage of living and non-living items	A1, A2, A4, C2			
Students will illustrate an apple through its growing stages in a year	A3, D3, K3, H2			
Students will be able to label the parts of an apple	C1, E1, E2, K3			
Students will compare and contrast 4 kinds of apples	A2, E2, K3, L1, L5			
Students will identify the bean plant/seeds				
QUIZZES, TESTS, PROMPTS				
Teacher observation of collage with 85% accuracy				
The illustration of the apple tree having all its seasonal stages correct				
Identify correctly 4 out of 6 parts of an apple				
Draw your favorite apple and place it in the correct category on a graph				
Identify correctly 4 out of 6 parts of the bean plant				
OTHER				
Observation and discussions as we use materials in our plant and apple science kits				
Work samples				
Charts				
Graphs				
STUDENT SELF ASSESSMENT				
Student Journal Writing				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

Class activities will include:

1. Brainstorm known information on plants, seeds, and apples. Make a web.
2. Introduce key vocabulary terms.
3. Identify differences between living and non-living things.
4. Create a collage of living and non-living items
5. Explain and illustrate the life cycle of an apple tree through the seasons.
6. Investigate an apple and it's parts. Label the parts of an apple.
7. Compare and contrast 4 kinds of apples. McIntosh, Granny Smith, Golden Delicious, and Red Delicious.
8. Make a web illustrating their likenesses and differences.
9. Graph their favorite kind of apple.
10. Write in their journals about apples.
11. Story, "The Little Red House With No Doors" read about the star in each apples and then sponge paint a star.
12. Plan a field trip to a neighbor apple orchard.
13. Write thank you letters to the orchard.
14. List foods and crafts made from apples.
15. Make applesauce in class.
16. Show Johnny Appleseed video and read stories. Plan a birthday party celebrating his birthday on September 26. Do activities and invite parents.
17. Apple patterns
18. Soak and investigate the inside of a bean seed.
19. Plant a bean seed. Use journals to observe and record the daily growth of the bean plant.
20. Read "Billy Bean" and discuss. Work on activity sheets and make a Billy Bean Puppet.

REFERENCES: