

DISTRICT



Educational Excellence for Everyone

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Science
Instructional Sequence
Harcourt Science
2001-2002

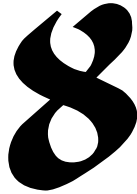
Grade 1



BOARD OF EDUCATION
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DISTRICT



Educational Excellence for Everyone

DR. BETTY A. ROSA
Community Superintendent

To All District 8 Science Instructors,

District 8 has created the *Scope and Sequence Charts, Calendars and the Science Concept Maps* in order to provide you greater flexibility in developing your classroom programs.

We are aware that materials vary from school to school. The curriculum map allows you to develop your program using available materials, while at the same time addressing the content that must be covered on each grade level. When more than one material is indicated per topic, the teacher may choose any one of them to teach the topic i.e. Foss or Insight Kits.

As this fall marks the first year of transition for science instructional materials (grades K - 8), not all schools have received sufficient numbers of books and kits to support all teaching staff at grade level. Therefore, it is necessary to schedule the distribution of these materials with your fellow teachers to best accommodate your school. Wherever necessary, the implementation of the district's suggested curriculum must be supported. It is expected that all materials will be rotated however necessary to support effective instruction in all content areas regardless of the curriculum materials in use.

Implementation of grade level assessments are of extreme importance this year. As novel forms of assessment accompany newly adopted curricula, we must follow-up on the success of our endeavors. Therefore, the District will issue new assessment materials for grades 2-8 according to the *Scope and Sequence Calendar*. These assessment materials will emulate the hands-on inquiry based model for science instruction as mandated by the State of New York. Along with your teacher based assessments, it is the District's intent to use these tools to assist in identifying students who might be at risk of falling below State Standards, as well as to measure the progress of our newly adopted curriculum. **Have a wonderful year!**

Contents

Harcourt Science Pacing

Plants and Animals All Around	1
Living Together	2
About Our Earth	3
Weather, the Sky, and Seasons	4
Matter and Energy	5
Forces	6
New York City HIV Curriculum	7
HARCOURT SCIENCE © 2002 Alignment to the New York City Performance In Science	8
HARCOURT SCIENCE © 2002 Alignment to the New York State Mathematics, Science and Technology Standards	13

Appendix

Science Calendar Grade 1

Concept Map Grade 1

Grade 1

Harcourt Science Pacing 2001 - 2002

Unit	Chapter	Lesson	Suggested Number of Days
A Plants and Animals All Around	1 Living and Nonliving Things	1 How Do My Senses help Me Learn?	3
		2 What Are Living and Nonliving Things?	3
		Review & Assessment	3
	2 All About Plants	1 What Are the Parts of a Plant?	3
		2 How Do Plants Grow?	2
		3 What Do Plants Need?	2
		Review & Assessment	3
	3 All About Animals	1 What Do Animals Need?	3
		2 What Are Some Kinds of Animals?	3
		3 What Are Insects?	2
		4 How Do Animals Grow?	3
		5 How Does a Butterfly Grow?	3
		6 How Does a Frog Grow?	2
		Review & Assessment	3

**Dead Line for Mandatory District Unit Assessment:
"TO BE ANNOUNCED"**

Grade 1

Harcourt Science Pacing 2001-2002

Unit	Chapter	Lesson	Suggested Number of Days
B Living Together	1 Plants and Animals Need One Another	1 How Do Animals Need Plants?	3
		2 How Do Animals Help Plants?	2
		3 How Do We Need Plants and Animals?	3
		Review & Assessment	4
	2 A Place to Live	1 What Lives in a Forest?	2
		2 What Lives in the Desert?	2
		3 What Lives in a Rain Forest?	2
		4 What Lives in the Ocean?	2
		Review & Assessment	5

**Dead Line for Mandatory District Unit Assessment:
"TO BE ANNOUNCED"**

Grade 1

Harcourt Science Pacing

2001-2002

Unit	Chapter	Lesson	Suggested Number of Days
C About Our Earth	1 Earth's Land	1 What Can We Observe About Rocks?	2
		2 What Are Fossils?	2
		3 What Have We Learned from Fossils?	2
		Review & Assessment	4
	2 Our Natural Resources	1 What Are Natural Resources?	3
		2 Where Is Air on Earth?	2
		3 Where Is Fresh Water Found?	2
		4 How Can People Take Care of Resources?	2
		Review & Assessment	5

**Dead Line for Mandatory District Unit Assessment:
"TO BE ANNOUNCED"**

Grade 1

Harcourt Science Pacing 2001-2002

Unit	Chapter	Lesson	Suggested Number of Days
D Weather, the Sky, and Seasons	1 Measuring Weather	1 What Is Weather?	2
		2 What Is Temperature?	2
		3 What Is Wind?	2
		4 What Makes Clouds and Rain?	2
		Review & Assessment	4
	2 The Sky and the Seasons	1 What Can We See in the Sky?	2
		2 Why Do We Have Day and Night?	2
		3 What Is Spring?	2
		4 What Is Summer?	2
		5 What Is Fall?	2
		6 What Is Winter?	2
		Review & Assessment	5

**Dead Line for Mandatory District Unit Assessment:
"TO BE ANNOUNCED"**

Grade 1

Harcourt Science Pacing

2001-2002

Unit	Chapter	Lesson	Suggested Number of Days
E Matter and Energy	1 Investigate Matter	1 What Can We Observe About Solids?	2
		2 What Can We Observe About Liquids?	2
		3 What Objects Sink or Float?	2
		4 What Solids Dissolve in Liquids?	2
		5 What Can We Observe About Gasses?	2
		6 How Can We Change Objects?	2
		Review & Assessment	4
	2 Making Sound	1 What Are Sounds?	3
		2 How Are Sounds Different?	2
		3 What Sounds Do Instruments Make?	2
		Review & Assessment	5

**Dead Line for Mandatory District Unit Assessment:
"TO BE ANNOUNCED"**

Grade 1

Harcourt Science Pacing

2001-2002

Unit	Chapter	Lesson	Suggested Number of Days
F Forces	1 Pushes and Pulls	1 What Makes Things Move?	2
		2 What Are Some Ways Things Move?	2
		3 Why Do Things Move the Way They Do?	3
		4 How Do Objects Move on Surfaces?	2
		5 How Do Wheels Help Objects Move?	2
		Review & Assessment	4
	2 Magnets	1 What Are Magnets?	3
		2 What Are the Poles of a Magnet?	2
		3 What Can a Magnet Pull Through?	2
		4 How Can You Make a Magnet?	2
		Review & Assessment	5

**Dead Line for Mandatory District Unit Assessment:
"TO BE ANNOUNCED"**

Grade 1

Science Pacing

2001 - 2002

New York City HIV Curriculum	Suggested Number of Periods	Calendar Dates
How can we stay healthy? <u>(Classroom Teacher)</u>	1	June 18 - 24
What are transmissible and non-transmissible diseases? <u>(Classroom Teacher)</u>	1	
What are viruses? How do they enter the body to cause disease? <u>(Classroom Teacher)</u>	1	
How does the immune system affect most viruses? How does it affect HIV? <u>(Classroom teacher)</u>	1	
When we are sick, what can we do to get better? <u>(Classroom Teacher)</u>	1	

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PERFORMANCE STANDARDS – SCIENCE
ELEMENTARY SCHOOL

Standards	Grade 1
S1 Physical Sciences Concepts	
S1a The student produces evidence that demonstrates understanding of properties of objects and materials, such as similarities and differences in the size, weight, and color of objects; the ability of materials to react with other substances; and different states of materials.	C 32 D 48 E 1, 1e, 1i-j, 4, 5-7, 8, 9-11, 16, 17-19, 21-23, 24, 25-27, 26, 28, 30-31, 43, 54, 55 F 1e, 32, 33-37, 39-41, 42, 52-53, 54 WB86, 108, 109, 110, 111, 112, 114, 115, 116, 117, 118, 119, 120, 148, 149, 150, 152, 153, 154, 156, 157, 175-177 R 7
S1b The student produces evidence that demonstrates understanding of position and motion of objects, such as how the motion of an object can be described by tracing and measuring its position over time; and how sound is produced by vibrating objects.	D 13-15, 54 E 1, 34, 35-37, 40, 41-45, 43, 44, 46, 47-49, 50, 51, 52-53, 55 F 1, 1e, 1i-j, 4, 5-7, 6, 8, 9-11, 12, 13-17, 14, 22, 23-25, 26, 27, 28-29, 55 WB124, 125, 126, 127, 128, 129, 130, 134, 135, 136, 137, 138, 139, 142, 143, 144, 178-180
S1c The student produces evidence that demonstrates understanding of light, heat, electricity, and magnetism, such as the variation of heat and temperature; how light travels in a straight line until it strikes an object or how electrical circuits work.	B 1i-j D 1i-j, 30, 38, 46, 53 E 35-37, 47-49, 52-53 F 1, 1e, 18, 19-21, 22, 28-29, 32, 33-37, 38, 39-41, 42, 43-45, 46, 47-49, 50, 51, 52-53, 54 WB102, 125, 129, 130, 140, 141, 142, 144, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 166-168, 172-174 R 7
S2 Life Sciences Concepts	
S2a The student produces evidence that demonstrates understanding of characteristics of organisms, such as survival and environmental support; the relationship between structure and function; and variations in behavior.	A 1, 1e, 10, 11-15, 18-19, 22, 23-27, 28, 29-31, 32, 33-35, 36, 38-39, 42, 43-47, 44, 45, 48, 49-53, 51, 55-57, 59-63, 61, 64, 65-69, 71-73, 74, 76-77, 78, 79 B 1, 1e, 1i-j, 5-9, 10, 11-13, 22-23, 26, 27-29, 30, 31-33, 34, 35-37, 38, 39-41, 42, 43, 44-45, 46, 47 C 1, 8, 9-11, 12, 13-15, 18-19, 22, 29-31, 33-35 D 1, 1e, 21, 35-37, 39-41, 43-45, 47-49, 50, 52 WB4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 20, 21, 22, 23, 26, 27, 29, 31, 32, 36, 37, 38, 47, 48, 49, 51, 52, 53, 54, 60, 61, 65, 70, 71, 97, 99, 100, 101, 103, 105, 166-168
S2b The student produces evidence that demonstrates understanding of life cycles of organisms, such as how inheritance and environment determine the characteristics of an organism; and that all plants and animals have life cycles.	A 17, 29-31, 37, 38-39, 42, 55-57, 58, 59-63, 64, 65-69, 70, 71-73, 74, 76-77, 79 B 1e, 1i-j, 11-13, 27-29, 31-33, 47 C 13-15, 18-19 WB13, 26, 27, 28, 29, 30, 31, 32, 39, 98, 166-168
S2c The student produces evidence that demonstrates understanding of organisms and environments, such as the interdependence of animals and plants in an ecosystem; and populations and their effects on the environment.	A 42, 43-47, 64 B 1e, 4, 5-9, 10, 11-13, 15-19, 22-23, 47 C 1i-j, 12, 13-15, 18-19, 25, 46 WB36, 37, 38, 39, 42, 50, 169-170
S2d The student produces evidence that demonstrates understanding of change over time, such as evolution and fossil evidence depicting the great diversity of organisms developed over geologic history.	C 1, 8, 9-11, 12, 13-15, 18-19, 46 WB60, 61, 62, 63, 64, 65
S3 Earth and Space Sciences Concepts.	
S3a The student produces evidence that demonstrates understanding of properties of Earth materials, such as water and gases; and the properties of rocks and soils, such as texture, color, and ability to retain water.	C 1e, 4, 5-7, 16, 17, 18-19, 23-27, 26, 30, 32, 44-45, 46, 47 E 1e, 8, 9-11, 12, 13-15, 20, 21-23, 29, 30-31 WB58, 59, 64, 72, 110, 111, 112, 116, 117, 120, 121

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PERFORMANCE STANDARDS – SCIENCE
ELEMENTARY SCHOOL

Standards	Grade 1
<p>S3b The student produces evidence that demonstrate understanding of objects in the sky, such as Sun, Moon, planets, and other objects that can be observed and described; and the importance of the Sun to provide the light and heat necessary for survival.</p>	<p>D 1i-j, 16, 17-19, 27-29, 31, 32, 36, 40, 53 WB86, 89, 93, 104, 172-174</p>
<p>S3c The student produces evidence that demonstrates understanding of changes in Earth and sky, such as changes caused by weathering, volcanism, and earthquakes; and the patterns of movement of objects in the sky.</p>	<p>C 29-31 D 1e, 4, 5-7, 9-11, 12, 13-15, 16, 17-19, 18, 20, 21, 22-23, 34, 35-37, 39-41, 43-45, 46, 47-49, 50, 51, 52-53, 54, 55 WB70, 80, 81, 82, 83, 84, 85, 87, 88, 89, 96, 97, 99, 101, 103, 104</p>
<p>S4 Scientific Connections and Applications</p>	
<p>S4a Big ideas and unifying concepts, such as order and organization; models, form and function; change and constancy; and cause and effect.</p>	<p>A 22, 23-27, 28, 29-31, 36, 37, 38-39, 43-47, 44, 45, 49-53, 51, 54, 55-57, 58, 59-63, 64, 65-69, 70, 71-73, 74, 76-77, 79 B 1i-j, 27-29, 30, 31-33, 34, 35-37, 39-41, 44-45, 47 C 1, 1e, 1i-j, 4, 5-7, 8, 9-11, 12, 13-15, 16, 17, 18-19, 19, 22, 23-27, 25, 26, 29-31, 32, 33-35, 42, 44-45, 46, 47 D 1, 1e, 5-7, 9-11, 12, 13-15, 16, 17-19, 18, 20, 21, 22-23, 29, 30, 31-33, 34, 35-37, 39-41, 40, 43-45, 46, 47-49, 48, 50, 51, 52-53, 54, 55 E 1, 1e, 24, 25-27, 26, 30-31, 34, 35-37, 40, 41-45, 44, 46, 47-49, 50, 51, 52-53, 54 F 22, 23-25, 28-29, 55 WB10, 11, 12, 13, 14, 16, 21, 22, 24, 26, 28, 29, 30, 31, 32, 47, 48, 50, 51, 53, 58, 59, 60, 64, 65, 70, 72, 73, 76, 77, 81, 82, 83, 84, 85, 86, 87, 88, 89, 94, 95, 96, 97, 98, 99, 100, 101, 103, 104, 105, 109, 116, 118, 119, 120, 124, 125, 126, 127, 128, 129, 130, 134, 142, 143, 166-168, 169-170 R 12-13, 14-15, 16-17, 18-19, 20, 21</p>
<p>S4b The designed world, such as development of agricultural techniques; and the viability of technological designs.</p>	
<p>S4c Personal health, such as nutrition, substance abuse, and exercise; germs and toxic substances; personal and environmental safety.</p>	<p>A 62 B 21, 43 C 24 E 38 R 10, 12-13, 14, 16-17, 18-19, 20-21, 22, 23, 24-25</p>
<p>S4d Science as a human endeavor, such as communication, cooperation, and diverse input in scientific research; and the importance of reason, intellectual honesty, and skepticism.</p> <p>S4d Science as a human endeavor, such as communication, cooperation, and diverse input in scientific research; and the importance of reason, intellectual honesty, and skepticism. Continued</p>	<p>A 1i-j, 16, 32, 46 B 1i-j, 18-19, 34, 43 C 1i-j, 16, 22, 35, 36, 47 D 1i-j, 7, 26, 46, 53, 55 E 1i-j, 12, 24, 31, 34, 54 F 1i-j, 26, 32, 49, 53 WB14, 50, 74, 92, 112, 118, 124, 148, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S5 Scientific Thinking</p>	
<p>S5a Asks questions about natural phenomena; objects and organisms; and events and discoveries.</p>	<p>A 1i-j, 2, 20, 40 B 1i-j, 2, 24 C 1i-j, 2, 20 D 1i-j, 2, 24 E 1i-j, 2, 16, 32, 46, 53 F 1i-j, 2, 30 WB114, 128, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S5b Uses concepts from Science Standards 1 to 4 to explain a variety of observations and phenomena.</p>	<p>A 1i-j, 4, 7, 8, 10, 14, 19, 22, 25, 26, 28, 30, 32, 34, 39, 42, 45, 56, 58, 61, 64, 68, 72, 78, 79</p>

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PERFORMANCE STANDARDS – SCIENCE
ELEMENTARY SCHOOL

Standards	Grade 1
<p>S5b Uses concepts from Science Standards 1 to 4 to explain a variety of observations and phenomena. Continued</p>	<p>B 1i-j, 4, 7, 12, 17, 23, 26, 28, 30, 32, 34, 36, 40, 45, 46, 47 C 1i-j, 6, 10, 12, 14, 19, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 45, 47 D 1i-j, 4, 6, 10, 12, 14, 16, 18, 23, 26, 28, 32, 34, 36, 40, 42, 44, 48, 53, 54, 55 E 1i-j, 6, 10, 12, 14, 18, 20, 22, 26, 31, 37, 38, 42, 43, 48, 54, 55 F 1i-j, 6, 10, 12, 16, 20, 22, 24, 29, 32, 34, 36, 38, 44, 46, 48, 53, 54, 55 WB2, 4, 10, 12, 14, 20, 26, 28, 36, 46, 48, 50, 62, 63, 70, 72, 74, 80, 84, 86, 92, 96, 100, 112, 116, 138, 142, 148, 150, 154, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S5c Uses evidence from reliable sources to construct explanations.</p>	<p>A 1, 1i-j, 54 B 1i-j, 10, 30, 46, 47 C 1i-j, 8, 19, 32, 34, 45, 46 D 1i-j, 8, 30, 46, 53, 54 E 1i-j, 20, 24, 31, 34, 54 F 1i-j, 4, 18, 22, 29, 40, 42, 46, 53, 55 WB24, 48, 60, 72, 82, 94, 102, 116, 118, 124, 140, 142, 152, 154, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S5d Evaluates different points of view using relevant experiences, observations, and knowledge; and distinguishes between fact and opinion.</p>	<p>A 1i-j, 4, 7, 8, 17, 19, 25, 28, 30, 32, 39, 42, 45, 56, 64, 68, 78, 79 B 1i-j, 4, 7, 23, 28, 30, 32, 34, 36, 46 C 1i-j, 6, 14, 22, 32, 34, 36, 38, 40, 45, 46, 47 D 1i-j, 8, 12, 14, 23, 26, 36, 40, 44, 46, 49, 53, 54 E 1i-j, 12, 20, 22, 24, 31, 34, 37, 38, 54, 55 F 1i-j, 10, 16, 18, 20, 22, 29, 32, 44, 46, 48, 53, 54, 55 WB2, 12, 14, 20, 28, 36, 48, 50, 72, 74, 82, 84, 92, 112, 116, 118, 124, 140, 142, 154, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S5e Identifies problems; proposes and implements solutions; and evaluates the accuracy, design, and outcomes of investigations. S5e Identifies problems; proposes and implements solutions; and evaluates the accuracy, design, and outcomes of investigations. Continued</p>	<p>A 1i-j B 1i-j, 10 C 1i-j, 22 D 1i-j, 46, 53 E 1i-j, 12, 24, 31, 34, 54 F 1i-j, 4, 26, 32, 40, 42, 53 WB102, 112, 118, 124, 152, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S5f Works individually and in teams to collect and share information and ideas.</p>	<p>A 1, 1i-j, 54 B 1, 1i-j, 47 C 1, 1i-j, 8, 19, 46 D 1, 1i-j, 30, 46, 53, 54 E 1, 1i-j, 24, 34, 54 F 1, 1i-j, 53, 55 WB24, 60, 94, 118, 124, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S6 Scientific Tools and Technologies</p>	
<p>S6a Uses technology and tools (such as rulers, computers, balances, thermometers, watches, magnifiers, and microscopes) to gather data and extend the senses.</p>	<p>A 1i-j, 10, 28, 51, 61 B 1i-j C 1i-j, 4, 22 D 1i-j, 8, 34, 38 E 1i-j, 12, 18, 31, 34 F 1i-j, 18, 29, 32 WB112, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>

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PERFORMANCE STANDARDS – SCIENCE
ELEMENTARY SCHOOL

Standards	Grade 1
	R 2, 3, 5, 6
<p>S6b Collects and analyzes data using concepts and techniques in Mathematics Standard 4, such as average, data displays, graphing, variability, and sampling.</p>	<p>A 6, 17, 34, 37, 39, 56, 58, 75 B 18, 20, 21, 28, 36, 42, 45 C 7, 14, 15, 17, 22, 24, 27, 38, 40, 42, 43 D 1j, 10, 20, 26, 44, 51 E 6-7, 8, 18, 29, 40, 48, 51, 53 F 24, 27, 38, 44, 50 WB110, 126</p>
<p>S6c Acquires information from multiple sources, such as experimentation and print and non-print sources.</p>	<p>A 1i-j B 1i-j C 1i-j D 1i-j, 46, 53 E 1i-j, 24, 34, 54 F 1i-j, 53 WB118, 124, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S7 Scientific Communication</p>	
<p>S7a Represents data and results in multiple ways, such as numbers, tables, and graphs; drawings, diagrams, and artwork; and technical and creative writing.</p>	<p>A 1i-j, 16, 32, 36, 74 B 1i-j, 13, 20, 34, 43, 45 C 1i-j, 6, 10, 16, 36, 42 D 1i-j, 1j, 6, 20, 26, 50 E 1i-j, 6-7, 55 F 1i-j, 16, 38, 50 WB8, 14, 34, 50, 56, 66, 74, 78, 92, 106, 132, 146, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S7b Uses facts to support conclusions.</p>	<p>A 1i-j B 1i-j, 30, 46 C 1i-j, 22, 32, 34, 45 D 1i-j E 1i-j, 12, 20, 31 F 1i-j, 22, 29, 32, 46, 55 WB48, 72, 112, 116, 142, 154, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S7c Communicates in a form suited to the purpose and the audience, such as writing instructions that others can follow.</p>	<p>A 16, 36, 74 B 20, 43 C 6, 16, 42 D 20, 50 E 28, 55 F 50 WB8, 34, 56, 66, 78, 106, 132, 146, 158</p>
<p>S7d Critiques written and oral explanations, and uses data to resolve disagreements.</p>	<p>A 1, 1i-j, 17 B 1i-j C 1i-j D 1i-j, 46, 49, 53 E 1i-j, 24, 34, 54 F 1i-j, 53 WB118, 124, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S8 Scientific Investigation</p>	
<p>S8a An experiment, such as conducting a fair test.</p>	<p>A 1, 1i-j B 1i-j C 1i-j D 1i-j, 46, 53 E 1i-j, 24, 34, 54 F 1i-j, 53 WB118, 124, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S8b A systematic observation, such as a field study.</p>	<p>A 1i-j, 4, 7, 8, 10, 14, 19, 22, 25, 26, 28, 30, 34, 39, 42, 45, 56, 58, 61, 64, 68, 72, 78, 79 B 1i-j, 4, 7, 12, 17, 23, 26, 28, 32, 36, 40, 45 C 1i-j, 6, 12, 14, 19, 22, 26, 38, 40, 47 D 1i-j, 4, 10, 12, 14, 18, 23, 36, 40, 44, 54, 55 E 1i-j, 6, 10, 12, 14, 16, 18, 22, 26, 31, 37, 38, 43, 46, 48, 53, 54, 55 F 1i-j, 6, 10, 16, 20, 24, 32, 34, 44, 48, 54 WB2, 4, 10, 12, 20, 26, 28, 36, 46, 62,</p>

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ELEMENTARY SCHOOL

Standards	Grade 1
<p>S8b A systematic observation, such as a field study. Continued</p>	<p>63, 80, 84, 112, 114, 128, 148, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180</p>
<p>S8c A design, such as building a model or scientific apparatus.</p>	<p>A 54 B 47 C 8, 19, 46 D 30, 54 F 26, 55 WB24, 60, 94</p>
<p>S8d Non-experimental research using print and electronic information, such as journals, video, or computers.</p>	<p>A 1e, 2c, 20c, 23, 29, 40f, 49, 65, 80 B 1e, 2c, 11, 24c, 39, 48 C 1e, 2c, 20c, 29, 48 D 1e, 2c, 5, 17, 24f, 31, 35, 47, 56 E 1e, 2f, 5, 13, 32c, 35, 56 F 1e, 2f, 9, 30c, 39, 56</p>

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LEARNING STANDARDS FOR MATHEMATICS, SCIENCE, AND TECHNOLOGY
ELEMENTARY SCHOOL

Standards	Grade 1
STANDARD 1 - ANALYSIS, INQUIRY, AND DESIGN Scientific Inquiry	
1. The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	
ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.	A 1i-j, 2, 20, 40 B 1i-j, 2, 24 C 1i-j, 2, 20 D 1i-j, 2, 24 E 1i-j, 2, 32 F 1i-j, 2, 30 WB163-165, 169-171
question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings.	A 1i-j, 4, 10, 13, 22, 28, 30, 32, 42, 45, 48, 51, 54, 58, 61, 64, 70, 78, 79 B 1i-j, 4, 10, 12, 14, 26, 30, 32, 34, 38, 46, 47 C 1i-j, 4, 8, 12, 22, 25, 26, 28, 30, 32, 36, 39, 46, 47 D 1i-j, 4, 6, 8, 12, 16, 18, 21, 26, 30, 34, 36, 38, 42, 46, 48, 54, 55 E 1i-j, 4, 8, 12, 14, 16, 18, 20, 24, 26, 34, 36, 43, 44, 46 F 1i-j, 4, 6, 8, 12, 14, 18, 22, 32, 35, 38, 42, 46, 54, 55 WB92, 163-165, 166-168, 169-170, 172-174
develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.	A 1i-j, 4, 7, 8, 19, 25, 28, 30, 39, 42, 45, 56, 64, 68, 70, 74, 77, 78, 79 B 1i-j, 4, 7, 23, 28, 32, 36 C 1i-j, 6, 14, 16, 22, 38, 40, 47 D 1i-j, 12, 14, 23, 36, 38, 40, 44, 53, 54, 55 E 1e, 1i-j, 12, 13-15, 22, 29, 30-31, 31, 37, 38, 54, 55 F 1i-j, 10, 16, 20, 32, 44, 48, 54 WB2, 8, 12, 20, 28, 30, 34, 36, 56, 78, 84, 98, 106, 112, 120, 121, 132, 148, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180
2. Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity	
develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate.	A 1i-j B 1i-j, 10 C 1i-j D 1i-j E 1i-j, 16, 46, 53 F 1i-j, 4, 40, 42 WB102, 114, 128, 152, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180
share their research plans with others and revise them based on their suggestions.	A 1, 1i-j B 1i-j, 10 C 1i-j D 1i-j E 1i-j F 1i-j, 4, 40, 42 WB102, 152, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180
carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities (e.g., length, mass, volume, temperature, and time).	A 4, 7, 8, 17, 19, 25, 28, 30, 39, 42, 45, 56, 64, 68, 78, 79 B 4, 7, 20, 23, 28, 32, 36 C 6, 14, 38, 40, 46, 47 D 1i-j, 8, 9-11, 12, 14, 20, 23, 36, 38, 40, 44, 54 E 8, 18, 22, 34, 37, 38, 40, 51, 54, 55 F 1i-j, 10, 16, 18, 20, 29, 44, 48, 54 WB2, 12, 20, 28, 36, 82, 84, 88, 98, 110, 140 R 2, 3, 4, 5, 6, 8

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ELEMENTARY SCHOOL

Standards	Grade 1
3. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.	
organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.	A 4, 7, 8, 19, 25, 28, 30, 34, 39, 42, 45, 48, 51, 56, 58, 64, 68, 77, 78, 79 B 4, 7, 14, 23, 28, 32, 36, 38, 45 C 4, 6, 7, 14, 15, 22, 27, 38, 40, 46, 47 D 8, 12, 14, 23, 26, 36, 40, 44, 54, 55 E 4, 22, 37, 38, 54, 55 F 8, 10, 16, 18, 20, 29, 44, 48, 54 WB2, 12, 20, 22, 28, 36, 40, 52, 58, 82, 84, 108, 136, 140
interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.	A 1i-j, 4, 7, 8, 10, 14, 19, 22, 25, 26, 28, 30, 34, 39, 42, 45, 56, 58, 61, 64, 68, 70, 72, 77, 78, 79 B 1i-j, 4, 7, 12, 17, 23, 26, 28, 32, 36, 40, 45 C 1i-j, 6, 12, 14, 19, 22, 26, 38, 40, 46, 47 D 1i-j, 4, 8, 10, 12, 14, 18, 23, 36, 38, 40, 44, 53, 54 E 1i-j, 6, 10, 12, 14, 18, 22, 26, 31, 37, 38, 43, 48, 54, 55 F 1i-j, 6, 10, 16, 18, 20, 24, 29, 32, 34, 44, 48, 54 WB2, 4, 10, 12, 20, 26, 28, 30, 36, 46, 62, 63, 80, 82, 84, 98, 112, 140, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180
share their findings with others and actively seek their interpretations and ideas.	A 1i-j, 32 B 1i-j, 34 C 1i-j, 22, 36, 47 D 1i-j, 26, 55 E 1e, 1i-j, 12, 13-15, 29, 30-31, 31 F 1i-j, 32 WB14, 50, 74, 92, 112, 120, 121, 148, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180
adjust their explanations and understandings of objects and events based on their findings and new ideas.	A 1i-j B 1i-j, 30, 46 C 1i-j, 32, 34, 45 D 1i-j, 46, 53 E 1i-j, 20, 24, 31, 34, 54 F 1i-j, 22, 29, 46, 53, 55 WB48, 72, 116, 118, 124, 142, 154, 163-165, 166-168, 169-171, 172-174, 175-177, 178-180
STANDARD 2--INFORMATION SYSTEMS	
1. Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.	
use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound.	
access needed information from printed media, electronic data bases, and community resources	A 1e, 23, 29, 49, 65, 80 B 1e, 11, 39, 48 C 1e, 29, 47, 48 D 1e, 5, 17, 31, 35, 47, 56 E 1e, 5, 13, 35, 56 F 1e, 9, 39, 56
2. Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.	
describe the uses of information systems in homes, schools, and businesses.	A 1e, 11, 23, 29, 49, 65, 80 B 1e, 11, 39, 48 C 1e, 29, 48 D 1e, 5, 17, 31, 35, 47, 56 E 1e, 5, 13, 35, 56 F 1e, 9, 39, 56
demonstrate ability to evaluate information	
3. Information technology can have positive and negative impacts on society, depending upon how it is used.	

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LEARNING STANDARDS FOR MATHEMATICS, SCIENCE, AND TECHNOLOGY
ELEMENTARY SCHOOL

Standards	Grade 1
describe the uses of information systems in homes and schools.	A 1e, 11, 23, 29, 49, 65, 80 B 1e, 11, 39, 48 C 1e, 29, 48 D 1e, 5, 17, 31, 35, 47, 56 E 1e, 5, 13, 35, 56 F 1e, 9, 39, 56
STANDARD 4 - SCIENCE	
Physical Setting	
1. The Earth and celestial phenomena can be described by principles of relative motion and perspective.	
describe patterns of daily, monthly, and seasonal changes in their environment.	D 1, 1e, 4, 5-7, 8, 9-11, 12, 13-15, 16, 17-19, 18, 20, 21, 22-23, 32, 34, 35-37, 39-41, 43-45, 47-49, 50, 51, 52-53, 55 WB80, 81, 82, 83, 84, 85, 88, 89, 96, 97, 98, 99, 101, 103, 104
2. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	
describe the relationships among air, water, and land on Earth.	C 1, 1e, 4, 5-7, 8, 9-11, 16, 18-19, 23-27, 26, 32, 42, 44-45, 46 D 17-19, 21, 22-23, 54 WB58, 59, 60, 61, 64, 65, 86, 87, 88
3. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.	
observe and describe properties of materials using appropriate tools.	A 10, 28, 51, 61 C 4 D 34 E 4, 5-7, 8, 9-11, 21-23, 30-31 WB108, 109, 110, 111, 116, 117, 120 R 2
describe chemical and physical changes, including changes in states of matter.	C 32 D 48 E 1, 1e, 1i-j, 16, 17-19, 24, 25-27, 26, 30-31, 54 WB86, 109, 114, 115, 116, 118, 119, 120, 175-177
4. Energy exists in many forms, and when these forms change energy is conserved.	
describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.	C 32 D 1i-j, 38, 53 E 1, 1i-j, 16, 17-19, 26, 30-31, 34, 35-37, 40, 41-45, 47-49, 50, 51, 52-53 WB114, 115, 125, 126, 127, 129, 130, 172-174, 175-177
observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy).	D 1i-j WB172-174
5. Energy and matter interact through forces that result in changes in motion.	
describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	F 1e, 1i-j, 4, 5-7, 12, 13-17, 14, 18, 19-21, 22, 23-25, 26, 27, 28-29, 32, 33-37, 39-41, 42, 43-45, 52-53, 54, 55 WB134, 135, 136, 138, 139, 140, 141, 142, 143, 144, 148, 149, 150, 152, 153, 154, 156, 157, 178-180 R 7
describe how forces can operate across distances.	F 1, 1i-j, 12, 13-17, 22, 23-25, 27, 28-29, 33-37, 42, 43-45, 50, 52-53, 54 WB134, 136, 139, 142, 143, 152, 153, 154, 156, 157, 178-180
The Living Environment	
1. Living things are both similar to and different from each other and nonliving things.	
describe the characteristics of and variations between living and nonliving things.	A 1, 1e, 1i-j, 10, 11-15, 18-19, 22, 23-27, 28, 29-31, 32, 33-35, 36, 38-39, 42, 43-47, 47, 49-53, 51, 53, 54, 55-57, 61, 64, 65-69, 71-73, 75, 76-77, 78, 79 B 1e, 1i-j, 26, 30, 31-33, 42, 44-45, 46, 47 C 22

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ELEMENTARY SCHOOL

Standards	Grade 1
	D 1, 21, 34 WB4, 5, 6, 10, 11, 12, 14, 15, 16, 20, 21, 22, 23, 24, 25, 31, 32, 48, 96, 163- 165, 166-168
describe the life processes common to all living things.	A 16, 23-27, 29-31, 38-39, 43-47, 55- 57, 59-63, 64, 65-69, 70, 71-73, 74, 76- 77, 79 B 5-9, 11-13, 22-23, 46 WB12, 13, 20, 21, 27, 28, 29, 30, 31, 32, 36, 37, 39, 98
2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.	
recognize that traits of living things are both inherited and acquired or learned.	A 58, 59-63 WB26
recognize that for humans and other living things there is genetic continuity between generations.	A 58, 59-63 WB26
3. Individual organisms and species change over time.	
describe how the structures of plants and animals complement the environment of the plant or animal.	A 47 B 1, 1e, 26, 27-29, 30, 31-33, 34, 35- 37, 38, 39-41, 43, 44-45, 47 WB47, 48, 49, 51, 52, 53, 54
observe that differences within a species may give individuals an advantage in surviving and reproducing.	A 43-47, 55-57, 65-69 B 1, 1i-j, 27-29, 31-33 WB29, 50, 166-168
4. The continuity of life is sustained through reproduction and development.	
describe the major stages in the life cycles of selected plants and animals.	A 23-27, 29-31, 37, 38-39, 55-57, 59- 63, 64, 65-69, 70, 71-73, 74, 76-77 B 11-13 WB12, 13, 16, 27, 28, 29, 30, 31, 32, 39, 98
describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.	A 17, 29-31, 37, 38-39, 58, 59-63, 79 WB13, 26, 98
5. Organisms maintain a dynamic equilibrium that sustains life.	
describe basic life functions of common living specimens (guppy, mealworm, gerbil).	A 23-27, 29-31, 33-35, 42, 43-47, 55- 57, 59-63, 61, 64, 65-69, 71-73, 74, 76- 77, 79 B 1e, 5-9, 22-23, 46, 47 C 29-31 WB12, 13, 15, 20, 21, 26, 27, 28, 32, 36, 37, 70, 71
describe some survival behaviors of common living specimens.	A 43-47, 55-57, 65-69 B 1, 1i-j, 27-29, 31-33 WB29, 50, 166-168
describe the factors that help promote good health and growth in humans.	A 16, 62 B 21 C 24 R 12, 14, 16-17, 18-19, 20-21
6. Plants and animals depend on each other and their physical environment.	
describe how plants and animals, including humans, depend upon each other and the nonliving environment.	A 33-35, 43-47, 61, 71-73, 79 B 4, 5-9, 10, 11-13, 12, 14, 15-19, 20, 21, 22-23, 46 C 1e, 5-7, 17, 22, 23-27, 29-31, 33-35, 44-45, 47 WB15, 20, 21, 31, 36, 37, 38, 39, 40, 41, 42, 59, 70, 71, 72, 73, 76
describe the relationship of the sun as an energy source for living and nonliving cycles.	A 23-27, 33-35 D 1i-j, 31, 53 WB15, 86, 172-174
7. Human decisions and activities have had a profound impact on the physical and living environment.	
identify ways in which humans have changed their environment and the effects of those changes.	C 1, 1i-j, 25, 36, 37-41, 44-45 WB169-170
STANDARD 5 - TECHNOLOGY	

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ELEMENTARY SCHOOL

Standards	Grade 1
Computer Technology 3. Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.	
use the computer as a tool for generating and drawing ideas.	A 1e, 23, 29, 49, 65, 80 B 1e, 11, 39, 48 C 1e, 29, 48 D 1e, 5, 17, 31, 35, 47, 56 E 1e, 5, 13, 35, 56 F 1e, 9, 39, 56
Technological Systems 4. Technological systems are designed to achieve specific results and produce outputs, such as products, structures, services, energy, or other systems.	
identify familiar examples of technological systems that are used to satisfy human needs and wants, and select them on the basis of safety, cost, and function.	
assemble and operate simple technological systems, including those with interconnecting mechanisms to achieve different kinds of movement.	
understand that larger systems are made up of smaller component subsystems.	
History and Evolution of Technology 5. Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.	
identify technological developments that have significantly accelerated human progress.	
Impacts of Technology 6. Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development	
describe how technology can have positive and negative effects on the environment and on the way people live and work.	B 12 C 1, 1i-j, 25, 36, 37-41, 43, 44-45, 45 D 13-15 F 6 WB74, 75, 76, 169-170
STANDARD 6--INTERCONNECTEDNESS: COMMON THEMES	
Systems Thinking 1. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.	
observe and describe interactions among components of simple systems.	A 23-27, 47, 51, 53, 65-69, 76-77 B 5-9, 11-13, 15-19, 22-23 D 27-29 WB31, 36, 39, 42, 93
identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).	A 23-27, 47, 51, 53, 65-69, 76-77 B 5-9, 11-13, 15-19, 22-23 D 27-29 WB31, 36, 39, 42, 93
Models 2. Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design.	
analyze, construct, and operate models in order to discover attributes of the real thing.	A 54 B 47 C 8, 19, 46 D 30, 54 F 55 WB24, 60, 94
discover that a model of something is different from the real thing but can be used to study the real thing.	A 54 B 47 C 8, 19, 46 D 30, 54 F 55 WB24, 60, 94
use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world.	B 45 D 1j, 18 E 6-7 F 38
Magnitude and Scale 3. The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the	

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Standards	Grade 1
immense range and the changes in scale that affect the behavior and design of systems.	
provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements.	A 6, 37, 48 B 36 D 8 E 4, 5-7, 8, 21-23, 30-31 F 1, 1i-j, 12, 13-17, 18, 50 WB65, 108, 109, 110, 111, 112, 116, 117, 120, 178-180
identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior.	A 37 D 21 E 1, 18, 45, 50 F 1, 1i-j, 12, 13-17 WB15, 178-180 R 5
Equilibrium and Stability 4. Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).	
cite examples of systems in which some features stay the same while other features change.	A 11-15, 17, 18-19, 78, 79 C 1e, 5-7, 18-19, 22, 32, 33-35, 42 D 1e, 9-11, 17-19, 21, 22-23, 27-29, 34, 35-37, 39-41, 43-45, 46, 47-49, 50, 51, 52-53, 55 WB5, 6, 59, 64, 87, 88, 93, 96, 97, 99, 101, 102, 103, 104
distinguish between reasons for stability - from lack of changes to changes that counterbalance one another to changes within cycles.	D 17-19, 21, 22-23 WB87, 88
Patterns of Change 5. Identifying patterns of change is necessary for making predictions about future behavior and conditions.	
use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data.	A 17, 37, 56 B 36 C 17, 46 D 20 E 51 F 1, 1i-j, 12, 13-17, 18, 29 WB140, 178-180 R 8
analyze data by making tables and graphs and looking for patterns of change.	A 34, 39, 58 C 7, 15, 22, 27 D 1j, 20, 26 E 6-7 F 38
Optimization 6. In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.	
determine the criteria and constraints of a simple decision making problem.	F 26
use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.	F 26
STANDARD 7--INTERDISCIPLINARY PROBLEM SOLVING	
Connections 1. The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.	
analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action.	C 1, 36, 37-41, 43, 44-45 WB74, 75, 76
design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute.	A 6, 17, 34, 37, 56, 75 B 18, 20, 21, 28, 36, 42 C 1i-j, 14, 17, 24, 38, 40, 42, 43 D 10, 20, 44, 51 E 6, 18, 29, 48, 51 F 19-21, 22, 23-25, 24, 26, 27, 28-29, 44, 50 WB134, 142, 143, 169-170
observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions.	A 1, 1i-j, 6, 17, 23-27, 34, 37, 38-39, 56, 75 B 1i-j, 18, 20, 21, 26, 28, 36, 42 C 1i-j, 14, 17, 24, 38, 40, 42, 43

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ELEMENTARY SCHOOL

Standards	Grade 1
	D 1, 1i-j, 10, 20, 44, 51 E 1i-j, 6, 18, 29, 48, 51 F 1i-j, 24, 27, 44, 50 WB163-165, 166-168, 169-171, 172-174, 175-177, 178-180
Strategies 2. Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.	
students participate in an extended, culminating mathematics, science, and technology project. The project would require students to: work effectively gather and process information generate and analyze ideas observe common themes realize ideas present results	A 1 B 1 C 1, 36, 37-41, 43, 44-45 D 1 E 1 F 1 WB74, 75, 76

Grade 1 Harcourt
Science Concept
Map

Life Science

DISTRICT
8
Educational Excellence
For Everyone

Plants and Animals
All Around

Living Together

Living and
Nonliving Things

All About Plants

All About
Animals

Plants and
Animals Need
One Another

A Place to Live

How Do My Senses
help Me Learn?

What Are the Parts
of a Plant?

What Do Animals
Need?

How Do Animals Need
Plants?

What Lives in a
Forest?

What Are Living and
Nonliving Things?

How Do Plants Grow?

What Are Some Kinds
of Animals?

How Do Animals Help
Plants?

What Lives in the
Desert?

What Do Plants
Need?

What Are Insects?

How Do Animals
Grow?

How Do We Need
Plants and Animals?

What Lives in a Rain
Forest?

How Does a Butterfly
Grow?

How Does a Frog
Grow?

What Lives in the
Ocean?

Approximate date of
Mandatory District Unit
Assesment
November 5, 2001

September

October

November

December

Approximate date of
Mandatory District
Unit
Assesment
December 14, 2001

Grade 1 Harcourt
Science Concept
Map

Earth Science

DISTRICT
8
Educational Excellence
For Everyone

About Our Earth

Weather, the Sky,
and Seasons

Earth's Land

Our Natural
Resources

Measuring
Weather

The Sky and
the Seasons

What Can We Observe
About Rocks?

What Are Natural
Resources?

What Is Weather?

What Can We See in
the Sky?

What Are Fossils?

Where Is Air on
Earth?

What Is
Temperature?

Why Do We Have Day
and Night?

What Have We
Learned from Fossils?

Where Is Fresh Water
Found?

What Is Wind?

What Is Spring?

How Can People Take
Care of Resources?

What Makes Clouds
and Rain?

What Is Summer?

What Is Fall

What Is Winter?

December

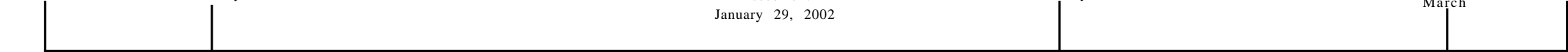
January

Approximate date of
Mandatory District
Unit
Assesment
January 29, 2002

February

March

Approximate date of
Mandatory District
Unit
Assesment
March 18, 2002



Grade 1 Harcourt
Science Concept
Map

Physical Science

DISTRICT
8
Educational Excellence
For Everyone

Matter and Energy

Forces

Investigate
Matter

What Can We Observe
About Solids?

What Can We Observe
About Liquids?

What Objects Sink or
Float?

What Solids Dissolve
in Liquids?

What Can We Observe
About Gasses?

How Can We Change
Objects?

Making
Sound

What Are
Sounds?

How Are
Sounds
Different?

What Sounds
Do Instruments
Make?

Pushes and Pulls

What Makes Things
Move?

What Are Some Ways
Things Move?

Why Do Things Move
the Way They Do?

How Do Objects Move
on Surfaces?

How Do Wheels Help
Objects Move?

Magnets

What Are Magnets?

What Are the Poles
of a Magnet?

What Can a Magnet
Pull Through?

How Can You Make a
Magnet?

March

April

May

Approximate date of
Mandatory District
Unit
Assesment
May 6, 2002

June

Approximate date of
Mandatory District
Unit
Assesment
June 17, 2002

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