

1st Grade Science EpicEd Pacing Guide



NOVEMBER			
TOPIC	DATES	THEME	STANDARD(S)
12	9-9	Volcanoes	1.7PS.1
13	11-17	Engineered & Inventions	1.7PS.1
9	20-20		
18	27-12/1	Robots	1.7PS.2

MARCH			
TOPIC	DATES	THEME	STANDARD(S)
25	4-4	On Snow	1.7SS.1
27	11-11	Weather	1.7SS.1
8	14-15		
28	25-25	Plants	1.7SS.1

AUGUST			
TOPIC	DATES	THEME	STANDARD(S)
9	1-4		
9	7-10		
9	14-15		
9	22-25	Welcome to First Grade	
1	28-9/1	Growth Mindset Never Give Up	

DECEMBER			
TOPIC	DATES	THEME	STANDARD(S)
10	8-8	Indigenous People	1.2SS.1
10	11-11	Winter Weather	1.7PS.2
17	18-20	Winter Holidays	1.7PS.2
4	22-24		

APRIL			
TOPIC	DATES	THEME	STANDARD(S)
29	1-4	Lifecycles (Butterfly)	1.5SS.1
30	8-11	Poetry	1.5SS.1
11	15-19	Outer Space	1.5SS.1
14	22-24	Earth Day	1.5SS.1
15	29-3/1	Seedlings & Growth	1.5SS.1

SEPTEMBER			
TOPIC	DATES	THEME	STANDARD(S)
1	1-8	Our Homes	1.1SS.1
4	11-15	Homes Around the World	1.1SS.2
9	22-24	Friendship & Community	1.2SS.2
9	29-29	Apple Life Cycle	1.1SS.1

JANUARY			
TOPIC	DATES	THEME	STANDARD(S)
4	1-1		
15	8-11	Animal Movement	1.7PS.2
19	15-19	Life	1.7PS.2
20	22-24	Writing	1.7PS.4
21	29-1/1	Presidents	1.7PS.4

MAY			
TOPIC	DATES	THEME	STANDARD(S)
18	8-10	Growth	1.1SS.1
19	15-17	Sea	1.1SS.1
18	22-24	Growth	1.1SS.1

OCTOBER			
TOPIC	DATES	THEME	STANDARD(S)
7	1-8	Lesson & Seasons	1.5SS.1
8	9-10	Photographs	1.5SS.1
9	14-15	Spiders	1.5SS.1
10	21-27	Bees	1.5SS.1
14	28-10/1	Community Helpers	1.2SS.1

FEBRUARY			
TOPIC	DATES	THEME	STANDARD(S)
10	8-8	Friendship	1.5SS.1
10	11-14	World Changes	1.5SS.1
18	19-19	Black History (Brownies)	1.5SS.1
18	26-2/1	Animal Health	1.5SS.1



First Grade Science Pacing Guide

**Dennis W. Sunal, Cynthia S
Sunal, Emmett L. Wright, Cheryl L.
Mason, Dean Zollman**



First Grade Science Pacing Guide:

From Rigorous Standards to Student Achievement Laura Mc Cullough, 2013-09-27 This book showcases strategies which support teachers and principals as they implement high standards for students At the same time it demonstrates how to meet the needs of diverse learners **What Every 1st Grade Teacher Needs to Know** Margaret Berry Wilson, 2011 You re

teaching first grade this year What do you need to know Margaret Berry Wilson gives you practical information about daily routines furniture and much more She starts with a concise review of first graders common developmental characteristics and then shows how to adjust your classroom and your teaching to fit these common characteristics The result Students can learn and you can teach with minimum frustration and maximum ease and joy In a warm conversational style punctuated with anecdotes and examples from her own classrooms Margaret shares practical know how on topics like this Arranging a circle desks and tables Choosing and storing supplies Scheduling a child centered day and teaching daily routines Planning special projects and field trips that maximize learning and build community Understanding the special concerns of first graders parents and finding the best ways to communicate **Research Based Undergraduate Science Teaching** Dennis

W. Sunal, Cynthia S Sunal, Emmett L. Wright, Cheryl L. Mason, Dean Zollman, 2014-07-01 Research in Science Education RISE Volume 6 Research Based Undergraduate Science Teaching examines research theory and practice concerning issues of teaching science with undergraduates This RISE volume addresses higher education faculty and all who teach entry level science The focus is on helping undergraduates develop a basic science literacy leading to scientific expertise RISE Volume 6 focuses on research based reforms leading to best practices in teaching undergraduates in science and engineering The goal of this volume is to provide a research foundation for the professional development of faculty teaching undergraduate science Such science instruction should have short and longterm impacts on student outcomes The goal was carried out through a series of events over several years The website at <http://nseus.org> documents materials from these events The international call for manuscripts for this volume requested the inclusion of major priorities and critical research areas methodological concerns and results of implementation of faculty professional development programs and reform in teaching in undergraduate science classrooms In developing research manuscripts to be reviewed for RISE Volume 6 researchers were asked to consider the status and effectiveness of current and experimental practices for reforming undergraduate science courses involving all undergraduates including groups of students who are not always well represented in STEM education To influence practice it is important to understand how researchbased practice is made and how it is implemented The volume should be considered as a first step in thinking through what reform in undergraduate science teaching might look like and how we help faculty to implement such reform **Curriculum and Teaching Dialogue** David J. Flinders, Christy M. Moroye, 2016-09-01 Curriculum and Teaching Dialogue CTD is a publication of the American Association of Teaching and Curriculum AATC a national learned society for the scholarly field of teaching and curriculum The field includes those

working on the theory design and evaluation of educational programs at large At the university level faculty members identified with this field are typically affiliated with the departments of curriculum and instruction teacher education educational foundations elementary education secondary education and higher education CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum In fulfillment of this mission CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs

Simplifying the Journey Bob Sonju, Maren Powers, Sheline Miller, 2023-11-14 Smart educators know simplicity is key to mitigating overwhelm and ensuring success This book will help Access the proven PLC at Work process in a straightforward easy to implement guide Designated actions and essential steps for teachers school leaders and coaches focus on answering each of the four critical questions of a professional learning community so you can be confident you are doing the right work This book will help teachers school leaders and coaches Learn the six actions that help answer each of the four critical questions of a PLC Create a shared vision among teacher and leadership teams and gain clarity on student mastery of essential standards Employ meaningful feedback to encourage student self assessment and ownership of learning Utilize field tested prompts rubrics and templates to facilitate effective ongoing collaboration Address common roadblocks in establishing a collaborative school culture and work environment Contents Introduction Chapter 1 Identifying Essential Standards and Skills Chapter 2 Gaining Shared Clarity and Defining Mastery Chapter 3 Encouraging Student Ownership Through Student Self Assessment Chapter 4 Utilizing Formative Assessment for Feedback Chapter 5 Learning From Formative Data Chapter 6 Creating Extra Time and Support Chapter 7 Ensuring Focused Productive Collaboration Final Thoughts References and Resources Index

Teacher-Made Assessments Christopher Gareis, Leslie W. Grant, 2015-03-24 Assessment is not only a measure of student learning but a means to student learning This bestselling book guides you in constructing and using your own classroom assessments including tests quizzes essays and rubrics to improve student achievement You will learn how to weave together curriculum instruction and learning to make assessment a more natural useful part of teaching Find out how to ensure your assessments are fair reliable and valid construct assessments that meet the level of cognitive demand expected of students create select response items and understand technology enhanced items that are increasingly being used on assessments use constructed response items and develop scoring criteria such as rubrics and analyze student results on assessments and use feedback more effectively This second edition features updated examples that reflect the Common Core State Standards as well as other content standards and new useful samples of teacher friendly techniques for strengthening classroom assessment practices No matter what grade level or subject area you teach this practical book will become your go to resource for designing effective assessments

An Educator's Guide to STEAM Cassie F. Quigley, Danielle Herro, This updated and expanded edition is essential reading for K 8 teachers who want to keep pace with fast moving technological advancements and honor their students interests and cultures The authors provide updated

problem solving scenarios to assist with STEAM curriculum design additional information on AI powered tools with guidance for effective implementation attention to current topics in science such as climate change cybersecurity and the ethical implications of AI and lesson plans and activities to enhance the guide s practical application in today s classrooms Readers will find easy to understand examples of what STEAM education looks like in a variety of classrooms and will hear from teachers instructional coaches principals and administrators about what it takes to ensure that STEAM is a schoolwide success Each chapter of this popular text incorporates elements of connected learning a type of learning that draws on students interests that teachers can capitalize on when using STEAM to address real world problems Book Features A practical teaching guide that uses classroom scenarios relevant to today s students A conceptual model with specific strategies such as problem based learning student choice technology integration and teacher facilitation Updated with an increased focus on emerging technologies culturally relevant strategies and lessons from classrooms Materials to support authentic assessment such as rubrics STEAM units and formative assessment examples

They Won't Let Me Teach Don Harris,2008-03 *They Won t Let Me Teach* is an insider s look at the effect of the federal and state intrusion into the public school classroom and what it is doing to the lives of both classroom teachers and to those of their students Why after thirty six years in education did this teacher leave his career and the teaching he loved The book begins with his early childhood and the seventeen years he spent as a student that led him on his journey to become a teacher Completing his last year in the classroom in 2005 he surveyed other teachers What these teachers had to say was insightful and disturbing Along with other insights into our current society and culture the book provides a great deal of food for thought If you have children grandchildren or just care about where America is headed this book is a must read

Newly Hired Teachers of Science Julie A. Luft,Shannon L. Dubois,2015-12-09 Supporting newly hired science teachers has taken on an increased importance in our schools This book shares the most current information about the status of newly hired science teachers different ways in which to support newly hired science teachers and different research approaches that can provide new information about this group of teachers Chapters in the book are written by those who study the status of beginning science teachers mentor new teachers develop induction programs and research the development of new science teachers Newly Hired Teachers of Science is for administrators who have new science teachers in their schools and districts professionals who create science teacher induction programs mentors who work closely with new science teachers educational researchers interested in studying new science teachers and even new science teachers This is a comprehensive discussion about new science teachers that will be a guiding document for years to come

Successful Teaching David Schwarzer,Jamie Grinberg,2016-12-13 This edited volume provides novice teachers with a practical guide to help them transition from teacher education students to independent reflective and autonomous classroom teachers It also serves as a scaffolding tool for mentor teachers assigned to support novice teachers during their first years in the field Novice teachers can use this

comprehensive resource as a way to connect the overarching conceptual themes and big ideas from their Teacher Education courses to their classroom practices This book is designed to encourage novice teachers to make more intentional and pedagogically sound decisions during their beginning teaching experiences whether it is fieldwork observations student teaching or the first years in the classroom The book covers a variety of issues including getting to know your students families and communities curriculum development and pedagogical decisions Each of these sections contain specific chapters devoted to a particular concept such as assessment instruction for diversity integrating technology across the curriculum action research and more This book serves as a bridge between pedagogical theory and the realities of the 21st century classroom

Embracing the Tune of Expression: An Psychological Symphony within **First Grade Science Pacing Guide**

In a world consumed by monitors and the ceaseless chatter of instant transmission, the melodic beauty and mental symphony developed by the written word usually fade into the back ground, eclipsed by the constant noise and distractions that permeate our lives. However, nestled within the pages of **First Grade Science Pacing Guide** a charming literary prize full of fresh emotions, lies an immersive symphony waiting to be embraced. Constructed by a masterful musician of language, that interesting masterpiece conducts viewers on an emotional trip, well unraveling the concealed songs and profound influence resonating within each carefully crafted phrase. Within the depths of the moving assessment, we will examine the book is central harmonies, analyze its enthralling publishing model, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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