

Grade 1

Unit 4: Plant and Animal Structure

New Jersey Student Learning Standards

Established 2016-2017

Revised 2018-2019

Revised 2019-2020

Revised 2020-2021

Revised 2022-2023

Trimester		Unit Title	Recommended Instructional Days
2		Plant and Animal Structure	30 - 36 days
NJSLS - Science: Title	NJSLS - Science: Performance Expectations	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-S within Unit	
From Molecules to Organisms: Structure and Processes	1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs		
FOUNDATION Disciplinary: Core Idea	FOUNDATION Disciplinary: Statement		
LS1.A: Structure and Function	All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)	Essential Question/s: - What Parts Help Plants Live? - What Body Parts Help Animals Stay Safe? - What Body Parts Help Animals Meet Their Needs? - How Do Plants and Animals Respond to Their Environment? Activity Description: - Describe how parts of a plant help it to survive and grow. - Explain how parts of an animal help it to survive and grow. - Relate the shape and stability of structures to their function(s). - Use evidence to describe how plants and animals process and respond to information. - Describe how human-made products are designed by applying knowledge of the natural world. - Use observations to design a solution to a human problem by mimicking how plants use their parts to survive. Suggested Activities: - Evidence Notebook - ELA - Unit 4 Project - Research a Favorite Animal - Vocabulary Game -Make a Match - Can You Solve It? - From Seed to Design - Hands on Activity - Engineer It/Observe Plants to Design	
LS1.B: Growth and Development of Organisms	Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)		
FOUNDATION Science and Engineering Practices: Core Idea	FOUNDATION Science and Engineering Practices: Statement		

Constructing Explanations and Designing Solutions	- Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-PS4-2) - Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4)	- Hands on Activity - Design a Shoe - Can You Solve It? - Meeting Their Needs - Hands on Activity - Engineer It/Observe Animals to Design - Hands on Activity - Change How a Plant Grows - Unit 4 Performance Task - Design a House - ART - Leveled Readers - ELA
FOUNDATION Crosscutting Concepts: <i>Core Idea</i>	FOUNDATION Crosscutting Concepts: <i>Statement</i>	<u>Climate Change Activity via NASA.GOV</u> Interdisciplinary Connections:
Scientific Investigations Use a Variety of Methods	Science investigations begin with a question. (1-PS4-1) Scientists use different ways to study the world. (1-PS4-1)	Connections to Math: MP.5 Use appropriate tools strategically. (1-PS4-4) 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1- PS4-4) 1.MD.A.2 Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1-PS4-4)
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	Connections to ELA: W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1-PS4-2) W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-PS4-1), (1-PS4-2), (1-PS4-3), (1-PS4- 4) W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1), (1-PS4-2), (1-PS4-3) SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1-PS4-1), (1-PS4-2), (1-PS4-3)
- Self-Awareness - Self-Management - Social Awareness - Responsible Decision Making - Relationship Skills	- Recognize one’s feelings and thoughts. - Recognize the skills needed to establish and achieve personal and educational goals. - Recognize and identify the thoughts, feelings, and perspectives of others. - Develop, implement, and model effective problem-solving and critical thinking skills - Utilize positive communication and social skills to interact effectively with others	
Assessments (Formative)		Assessments (Summative)

<i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> ● Unit 4 Pretest ● Interactive Worktext ● Apply What You Know ● Lesson Check ● Self Check		<u>Benchmarks:</u> ● Assessment Guide Unit 4 Test <u>Summative Assessments:</u> ● Lesson Quiz ● Interactive Worktext ● Performance Task	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
● Workbook ● Leveled Readers ● Hands-on Activities ● Interactive Worktext	● Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.	● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.	● Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.
Supplemental Resources			
Technology ● HMH Co. Interactive Site ● You Solve It Simulations Other: ● Career Education: Packaging Engineer ● Spot Light On Scientist: Marie Clark Taylor			
Differentiated Student Access to Content:			

Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
• Large group instruction • Small group instruction • Think Pair Share • Cooperative group work • Multimedia presentations • K-W-L • Manipulatives • Leveled Readers	• Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake. • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.	• Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment an/or rubric.	• Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities.

	Disciplinary Concept: Career Awareness & Planning, Creativity & Innovation, Critical Thinking & Problem Solving, Technology Literacy	
	• Core Ideas:	• Different types of jobs require different knowledge and skills. • Brainstorming can create new, innovative ideas. • Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. • Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	• Performance	• 9.1.2.CAP.1: Make a list of different types of jobs and describe the

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Expectation/s:</i>	skills associated with each job 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
	Career Readiness, Life Literacies & Key Skill Practices	
	- Demonstrate creativity and innovation. - Utilize critical thinking to make sense of problems and persevere in solving them. - Use technology to enhance productivity, increase collaboration and communicate effectively. - Work productively in teams while using cultural/global competence.	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	x	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>