

REACH Curriculum Map for Year 1

REACH Curriculum Map for Grades K-1

Year 1: Changing Weather & Climate Comprehensive Learning Goal: How are weather and climate changing in our area?

Unit 1: Energy & Heat	Unit 2: Weather	Unit 3: Seasons
<p>Learning Outcomes: On successful completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> A. Understand what heat is. B. Use scientific processes and inquiry <p style="text-align: center;">Lesson 1: Where does heat come from?</p> <p style="text-align: center;">Lesson 2: Temperature</p> <p style="text-align: center;">Aligns to: 1st grade sequence #2: Heat, Light, & Sound HSP I: Ch. 11, Lesson 1</p>	<p>Learning Outcomes: On successful completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> A. Understand what weather is B. Understand how we can measure weather, using instruments C. Use scientific processes to directly support the concepts of weather <p style="text-align: center;">Lesson 3: What is weather?</p> <p style="text-align: center;">Lesson 4: How do we observe and measure weather?</p> <p style="text-align: center;">Aligns to: 1st grade sequence #9: Understanding Weather HSP I: Ch. 7, Lessons 1-3</p>	<p>Learning Outcomes: On successful completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> A. Understand seasons in their area B. Use scientific processes and inquiry related to seasons <p style="text-align: center;">Lesson 5: What are the seasons?</p> <p style="text-align: center;">Lesson 6: What can you observe about seasons in your area?</p> <p style="text-align: center;">Aligns to: 1st grade sequence #10: Seasons HSP I: Ch. 8, Lessons 1-4</p>

REACH Curriculum Map for Grades 2-3

Year 1: Changing Weather & Climate Comprehensive Learning Goal: How are weather and climate changing in our area?

Unit 1: Energy & Heat	Unit 2: Weather	Unit 3: Seasons
<p>Learning Outcomes: On successful completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> A. Understand what heat is. B. Use scientific processes and inquiry <p style="text-align: center;">Lesson 1: What is energy?</p> <p style="text-align: center;">Lesson 2: What is heat?</p> <p style="text-align: center;">Lesson 3: How can energy be used?</p> <p style="text-align: center;">Aligns to: 2nd grade sequence #3: Energy, Heat, Light, & Sound 3rd grade sequence #3: Energy, Heat, Light, & Sound HSP II: Ch. 11, Lessons 1, 3 HSP III: Ch. 12, Lessons 1, 2; Ch. 14, Lesson 1</p>	<p>Learning Outcomes: On successful completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> A. Understand what weather is B. Understand how we can measure weather, using instruments C. Use scientific processes to directly support the concepts of weather D. Describe the water cycle and show that water circulates through the crust, oceans, and atmosphere of Earth <p style="text-align: center;">Lesson 4: What is weather and how does it change?</p> <p style="text-align: center;">Lesson 5: How and why do we observe and measure weather?</p> <p style="text-align: center;">Lesson 6: What is the water cycle?</p> <p style="text-align: center;">Aligns to: 2nd grade sequence #10: Weather 3rd grade sequence #7: Water Cycle HSP II: Ch. 7, Lessons 1-3 HSP III: Ch. 9, Lessons 1-3</p>	<p>Learning Outcomes: On successful completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> A. Understand what causes seasons in their area B. Use scientific processes and inquiry related to seasons and to Earth in the solar system <p style="text-align: center;">Lesson 7: What causes the seasons?</p> <p style="text-align: center;">Lesson 8: What can you observe about seasons in your area?</p> <p style="text-align: center;">Aligns to: 2nd grade sequence #11: Seasons 3rd grade sequence #11: Seasons HSP II: Ch.8, Lesson 4 HSP III: Ch. 10, Lesson 1</p>

REACH Curriculum Map for Year 1

REACH Curriculum Map for Grades 4–5

Year 1: Changing Weather & Climate

Comprehensive Learning Goal: How are weather and climate changing in our area?

Unit 1: Energy & Heat

Learning Outcomes:

On successful completion of this unit, students will be able to:

- A. Explain the effectiveness of different insulating and conducting materials with respect to heat flow and record the results
- B. Understand that heat flows from one object to another
- C. Use scientific processes and inquiry to directly support concepts on energy, heat, light, and sound

Lesson 1:

How is heat transferred?

Lesson 2:

How are local temperatures changing?

Aligns to:

4th grade sequence #1: Energy, Heat, Light, & Sound
5th grade sequence #2: Energy, Heat, Light, & Sound
HSP IV: Ch. 14, Lesson 2
HSP V: Ch. 15, Lessons 2, 3

Unit 2: Weather

Learning Outcomes:

On successful completion of this unit, students will be able to:

- A. Understand what causes weather
- B. Understand the water cycle and what conditions affect it
- C. Use scientific processes to directly support the concepts of weather

Lesson 3:

What is weather?

Lesson 4:

What is the water cycle?

Lesson 5:

How do we observe and measure weather?

Aligns to:

4th grade sequence #8: Water cycle
5th grade sequence #7: Water cycle
HSP IV: Ch. 9, Lessons 1, 2, 4
HSP V: Ch. 11, Lessons 1, 2, 4

Unit 3: Seasons

Learning Outcomes:

On successful completion of this unit, students will be able to:

- A. Understand seasons in relation to Earth's position in the solar system
- B. Identify the function of a variety of scientific tools related to Earth and the solar system
- C. Use scientific processes and inquiry related to seasons

Lesson 6:

How does Earth's orbit affect the seasons?

Lesson 7:

What can you observe about seasons in your area?

Aligns to:

4th grade sequence #10: Earth in the Solar System
5th grade sequence #11: Earth in the Solar System
HSP IV: Ch. 10, Lesson 1
HSP V: Ch. 13, Lesson 1

REACH Curriculum Map for Grade 6

PY 1: Changing Weather & Climate

Comprehensive Learning Goal: How are weather and climate changing in our area?

Unit 1: Energy

Learning Outcomes:

On successful completion of this unit, students will be able to:

- A. Diagram the ways that matter and energy are transferred within and between living and nonliving things
- B. Name and describe the processes involved in the water cycle, carbon, and oxygen cycles
- C. Use scientific processes and inquiry to directly support concepts of cycling of matter and energy

Lesson 1:

What are some types of plants in your area, and how are they used?

Lesson 2:

Water cycle

Lesson 3:

Food Chains

Aligns to:

M.S. sequence 6.3: Cycling of Matter & Energy
Glencoe Life Science Ch 20