

New Plants Unit Design – Grade 1

The **New Plants Module** provides experiences that heighten young students’ awareness of the diversity of life in the plant kingdom. Students care for plants to learn what they need to grow and develop. They observe the structures of flowering plants and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, and stem cuttings). They observe and describe changes that occur as plants grow, and organize their observations on a calendar and in a journal.

RI Statements of Enduring Knowledge - (Established Goals):

LS1 – All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species)

LS2 – Matter cycles and energy flows through an ecosystem.

LS4 – Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.

| Related Rhode Island GSE’s (Understandings) | RI Assessment Targets Assessment Evidence: ***High Emphasis Targets |
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| <p>LS1 (K-2)-1 Students demonstrate an understanding of classification of organisms by...</p> <p>1a distinguishing between living and non-living things.</p> <p>1c observing and recording the external features that make up living things (e.g., roots, stems, leaves, flowers, legs, antennae, tail,</p> <p>LS1 (K-2)-2 Students demonstrate an understanding of structure and function survival requirements by ...</p> <p>2a observing that plants need water, air, food, and light to grow; observe that animals need water, air, food and shelter to grow.</p> | <p>***LS1 (K-4) – INQ+POC –1 <i>Sort/classify different living things using similar and different characteristics. Describe why organisms belong to each group or cite evidence about how they are alike or not alike.</i> Investigation 1, Part 2, pp. 13-22 Investigation 3, Parts 1-3, pp. 8-25 Science Stories, pp. 3-43</p> <p>Investigation 1, Part 3, pp. 23-30 Investigation 3, Parts 1-3, pp. 8-25</p> <p>***LS1 (K-4) – SAE–2 <i>Identify the basic needs of plants and animals in order to stay alive. (i.e., water, air, food, space).</i></p> <p>Investigation 1, Part 2, pp. 13-22 Science Stories, pp. 3-7</p> |

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| <p>LS1 (K-2)-3 Students demonstrate an understanding of reproduction by ...</p> <p>3a observing and scientifically drawing (e.g., recording shapes, prominent feature, relative proportions, organizes and differentiates significant parts observed) and labeling the stages in the life cycle of a familiar plant and animal.</p> <p>LS1 (K-2)-4 Students demonstrate an understanding of structure and function survival requirements by ...</p> <p>4a identifying the specific functions of the physical structures of a plant or an animal (e.g. roots for water; webbed feet for swimming).</p> <p>LS2 (K-2)-5 Students demonstrate an understanding of energy flow in an ecosystem by ...</p> <p>5a caring for plants and/or animals by identifying and providing for their needs; experimenting with a plant's growth under different conditions, including light and no light.</p> <p>LS4 (K-2)-8 Students demonstrate an understanding of human body systems by ...</p> <p>8a identifying the five senses and using senses to identify objects in the environment.</p> <p>8b observing, identifying and recording external features of humans and other animals</p> <p>8c identifying the senses needed to meet survival needs for a given situation</p> | <p>LS1 (K-4) – POC–3 <i>Predict, sequence or compare the life stages of organisms – plants and animals (e.g., put images of life stages of an organism in order, predict the next stage in sequence, compare two organisms).</i></p> <p>Investigation 1, Part 3, pp. 23-30</p> <p>LS1 (K-4) – FAF–4 <i>Identify and explain how the physical structures of an organism (plants or animals) allow it to survive in its habitat/environment (e.g., roots for water; nose to smell fire).</i></p> <p>Investigation 1, Part 3, pp. 23-30 Science Stories, pp. 4-14, 23-24, 26-39</p> <p>LS2 (K-4) – SAE–5 <i>Recognize that energy is needed for all organisms to stay alive and grow or identify where a plant or animal gets its energy.</i></p> <p>Investigation 1, Part 2, pp. 13-22 Investigation 2, Science Extension, p. 30 Science Stories, pp. 3-7 Video: How Plants Get Food</p> <p>LS4 (K-4) – FAF–8** <i>Identify what the physical structures of humans do (e.g., sense organs-eyes, ears, skin, etc.) or compare physical structures of humans to similar structures of animals.</i></p> <p>Investigation 3, Parts 1-3, pp. 8-25 Investigation 1, Part 3, pp. 23-30 Science Stories, pp. 23, 27, 30, 35</p> |