

# Curriculum Alignment of Skinner Elementary Montessori and Washington State EALRs

## Physical, Life and Social Sciences: Grade 1 – Age 6

**Using manipulatives/ equipment, your child will be introduced to:**

EALRs	Skinner Elementary Montessori
<p><b>EALR 1 – SYSTEMS:</b> The student knows and applies scientific concepts and principles to understand the properties, structures, and changes in physical, earth/space, and living systems</p> <p><b>Component 1.1 Properties:</b> Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.</p> <p><b>Physical Systems - Motion of Objects</b> 1.1.2 Understand the position and motion of common objects.</p> <p><b>Component 1.2 Structures:</b> Understand how components, structures, organizations, and interconnections describe systems.</p> <p><b>Systems Structure - Structure of Physical Earth/Space and Living Systems</b> 1.2.1 Understand that things are made of parts that go together.</p> <p><b>Physical Systems - Structure of Matter</b> 1.2.3 Know that common materials are made of smaller parts.</p> <p><b>Earth and Space Systems-Components of the Solar System and Beyond (Universe)</b> 1.2.5 Know the daily changes of the position of the sun.</p> <p><b>Living Systems-Human Biology</b> 1.2.8 Know the external parts of the body.</p> <p><b>Component 1.3 Changes:</b> Understand how interactions within and among systems cause changes in matter and energy.</p> <p><b>Physical Systems - Nature of Force</b> 1.3.1 Know that a push or a pull is a force on an object but some forces can act without touching an object.</p> <p><b>Forces to Explain Motion</b> 1.3.2 Know that pushes and pulls can change the motion of common objects.</p> <p><b>Earth and Space Systems - Hydrosphere and Atmosphere</b> 1.3.6 Know common weather indicators and understand that weather conditions change from season to season.</p> <p><b>Living Systems - Life Processes and the Flow of Matter and Energy</b> 1.3.8 Know that most living things need food, water, and air.</p> <p><b>Interdependence of Life</b> 1.3.10 Know that plants and animals need a place to live.</p>	<p><b>Physical Science</b></p> <ul style="list-style-type: none"> <li>• Creation story</li> </ul> <p><b>Examining the Nature of Elements</b></p> <ul style="list-style-type: none"> <li>• Composition of the earth</li> <li>• Geography nomenclature</li> <li>• States of matter</li> </ul> <p><b>The Sun and the Earth</b></p> <ul style="list-style-type: none"> <li>• Rotation of the earth</li> <li>• A.M. and P.M.</li> <li>• The time zone chart</li> <li>• Earth as a sphere and its result</li> </ul> <p><b>Work of Air</b></p> <ul style="list-style-type: none"> <li>• Qualities of air</li> <li>• The winds</li> <li>• Land and sea breezes</li> </ul> <p><b>Work of Water</b></p> <ul style="list-style-type: none"> <li>• Erosion</li> <li>• River model</li> <li>• Rains</li> <li>• Ocean waves</li> <li>• Ice</li> </ul> <p><b>Life Science</b></p> <p><b>Plant</b></p> <ul style="list-style-type: none"> <li>• Needs of a plant</li> <li>• Plants grow to light</li> </ul> <p><b>Leaf</b></p> <ul style="list-style-type: none"> <li>• Main function of the leaf</li> <li>• Stomata and evaporation</li> <li>• Plants give off oxygen</li> <li>• Parts of a leaf</li> <li>• Different kinds of veins</li> <li>• Simple classification</li> </ul> <p><b>Roots</b></p> <ul style="list-style-type: none"> <li>• Main function</li> <li>• Parts of the root</li> <li>• Two main types of roots</li> <li>• Collaboration between leaves and roots</li> </ul>

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<p><b>EALR 2 – INQUIRY:</b> The student knows and applies the skills, processes, and nature of scientific discovery.</p> <p><b>Component 2.1 Investigating Systems:</b> Develop the knowledge and skills necessary to do scientific inquiry.</p> <p><b>Investigating Systems-Questioning</b> 2.1.1 Understand how to ask a question about objects, organisms, and events in the environment.</p> <p><b>Planning and Conducting Safe Investigations</b> 2.1.2 Understand how to plan and conduct simple investigations following all safety rules.</p> <p><b>Communicating</b> 2.1.5 Understand how to record and report investigations, results, and explanations.</p> <p><b>Component 2.2 Nature of Science:</b> Understand the nature of scientific inquiry.</p> <p><b>Nature of Science-Intellectual Honesty</b> 2.2.1 Understand that all scientific observations are reported accurately even when the observations contradict expectations.</p> <p><b>Limitations of Science and Technology</b> 2.2.2 Understand that observations and measurement are used by scientists to describe the world.</p> <p><b>Evolution of Scientific Ideas</b> 2.2.5 Know that ideas in science change as new scientific evidence arises.</p> <p><b>EALR 3 – APPLICATION:</b> The student knows and applies science concepts and skills to develop solutions to human problems in societal contexts.</p> <p><b>Component 3.2 Science, Technology, and Society:</b> Analyze how science and technology are human endeavors, interrelated to each other, society, the workplace, and the environment.</p> <p><b>Science, Technology, and Society-Relationship of Science and Technology</b> 3.2.2 Know that people have invented tools for everyday life.</p> <p><b>Careers and Occupations Using Science, Mathematics, and Technology</b> 3.2.3 Know how knowledge and skills of science, mathematics, and technology are used in common occupations.</p> <p><b>Environmental and Resources Issues</b> 3.2.4 Understand how humans depend on the natural environment</p>	<ul style="list-style-type: none"> <li>• Other functions of roots: <ul style="list-style-type: none"> <li>-Holding the plant to the ground</li> <li>-Roots prevent erosion</li> </ul> </li> <li>• Other sensitivities of roots <ul style="list-style-type: none"> <li>-Roots dislike light</li> <li>-Roots grow towards the ground</li> </ul> </li> <li>• Varieties of roots</li> </ul> <p><b>Stem</b></p> <ul style="list-style-type: none"> <li>• Main function</li> <li>• Two main kinds of stem</li> <li>• Parts of a woody stem</li> <li>• Other parts of a woody stem</li> <li>• How water is moved up the stem</li> <li>• Varieties</li> </ul> <p><b>Flowers</b></p> <ul style="list-style-type: none"> <li>• Main function</li> <li>• Parts of the flower</li> <li>• Varieties in the parts</li> <li>• Flowers which invite one and all to come</li> <li>• Specialization of flowers to ensure pollination</li> </ul> <p><b>Fruits</b></p> <ul style="list-style-type: none"> <li>• Main function</li> <li>• Two kinds of fruits</li> <li>• Parts of a succulent fruit</li> <li>• Kinds of succulent fruits based on parts/flowers</li> <li>• Kinds of dry fruits</li> </ul> <p><b>Seeds</b></p> <ul style="list-style-type: none"> <li>• Main function</li> <li>• Parts of the seeds</li> <li>• Two main kinds</li> <li>• Simple classification</li> <li>• Seed dispersal</li> </ul> <p><b>Introduction to Zoology</b></p> <ul style="list-style-type: none"> <li>• Story material for animals</li> </ul> <p><b>Life Science</b></p> <ul style="list-style-type: none"> <li>• Interdependencies</li> <li>• Ecosystems</li> </ul> <p><b>Social Studies/ Sciences</b></p> <ul style="list-style-type: none"> <li>• Coming of Life</li> <li>• Black strip</li> <li>• Coming of human beings</li> <li>• Fundamental needs of human beings</li> <li>• Hand timeline</li> <li>• First timeline</li> <li>• History question charts</li> <li>• Three phases of history</li> </ul>