



Topic: Horse

Title: Giddy Up and Go

Level: 1

New Hampshire Science Curriculum Framework

Grade level: K - 6 (K-4)

	Science																								Career Development							
	Science as Inquiry	Science, Technology, and Society						Life Science				Earth/Space Science			Physical Science							Unifying Themes and Concepts				Core Educational Learning			Individual & social learning		Career Learning	
	1a	2a	2b	2c	2d	2e	2f	3a	3b	3c	3d	4a	4b	4c	5a	5b	5c	5d	5e	5f	5g	6a	6b	6c	6d	1	2	3	4	5	6	7
Activity 1	▲																															
Activity 2	▲																															
Activity 3	▲							▲																								
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Activity 12	▲							▲																								
Activity 13	▲							▲																								
Activity 14	▲																									▲						

Horse – Giddy Up and Go	
Level 1	
Project 2061 Benchmarks (Grade 3 - 5)	
The Nature of Science	
Activity	Scientific Inquiry
1 - 14	Scientific investigations may take different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. Investigations can focus on physical, biological, and social questions.
	Scientific Enterprise
1 - 14	Science is an adventure that people everywhere can take part in, as they have for many centuries
1 - 14	Clear communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.

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Level 1 – Grades 3 - 5	
NH Science Frameworks (Grade K – 6)	
Science as Inquiry	
Activity	1a. Students will demonstrate an increasing understanding of how the scientific enterprise operates
1 – 13	Solve problems using a variety of strategies
1 – 13	Construct explanations, including the development of simple models, for observations made
1 – 13	Make hypotheses and design simple experiments to test hypotheses made
Life Science	
	3a. Students will demonstrate an increasing ability to recognize patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection.
5 – 9, 11 – 13	Describe/identify random differences between individuals of the same species of plant or animal, e.g. students can examine parts of plants of the same species and recognize variations, and can construct graphs and charts showing the variations
3 – 9, 11 – 13	Identify major body structures of some common organisms, e.g. when shown a picture of the human skeleton students can identify, by common name, the major bones in their body

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Level 1 – Grades 3 - 5	
NH Career Development Frameworks (Grade K – 4)	
Core Educational Learning	
	1. Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.
14	Demonstrate the capacity to use a variety of basic reference tools, such as dictionaries, maps and globes, encyclopedias, newspapers, and magazines.
14	Present ideas appropriately, including the use of visual techniques.
14	Use appropriate forms of language to formulate and articulate effective oral and/or written responses.
14	Demonstrate, using a variety of communication tools, an understanding of the various roles an individual may have (friend, student, worker, family member).
14	Demonstrate the capacity to communicate constructively with peers and adults.
14	Actively seek response, advice, and critique from others.