

| Big Idea | Standard | Breakdown |
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| 1. The Practice of Science | SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. (Moderate) | <ul style="list-style-type: none"> • Uses senses to make observations. • Describes the five senses and identifies the body part that goes with each sense. • Uses 5 senses to make observations with others. |
| | SC.1.N.1.4 Ask "how do you know?" in appropriate situations. (Moderate) | <ul style="list-style-type: none"> • Asks questions during investigations with others. |
| | SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. (High) | <ul style="list-style-type: none"> • Uses the five senses during investigation to explain and make conclusions about an experiment. |
| | SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted. (Moderate) | <ul style="list-style-type: none"> • Uses investigations to draw conclusions. • Records results of an investigation |
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| Big Idea 8: Properties of Matter | SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. (Moderate) | <ul style="list-style-type: none"> • Identifies examples of physical properties. • Observes objects and sorts them by their properties. • Observes and sort objects to see which ones sink and which ones float. |

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| <p>Big Idea 12: Motion of Objects</p> | <p>SC.1.P.12.1 Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow. (Moderate)</p> | <ul style="list-style-type: none"> • Describes how objects move. • Describes how things move in different ways • Demonstrates different ways that objects move. |
| <p>13: Forces and Changes in Motion</p> | <p>SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull. (Moderate)</p> | <ul style="list-style-type: none"> • Describes how forces move or stop objects. • Uses a push and a pull on an object to explain how to change the speed, direction, and position of that object. |
| <p>Big Idea 6: Earth Structures</p> | <p>SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface. (Low)</p> | <ul style="list-style-type: none"> • Identifies various places water is found on Earth. • Identifies various living organisms found on Earth • Recognizes that rocks are found on Earth's surface. • Recognizes that soil if found on Earth's surface |
| | <p>SC.1.E.6.2 Describe the need for water and how to be safe around water. (Moderate)</p> | <ul style="list-style-type: none"> • Explains that all plants, animals, and people need water to survive • Describes how to be safe around water |
| | <p>SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly. (High)</p> | <ul style="list-style-type: none"> • Explains how the earth can change. • Compare and contrast fast and slow Earth changes. |
| <p>Big Idea 5: Earth in Space in Time</p> | <p>SC.1.E.5.1 Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. (Moderate)</p> | <ul style="list-style-type: none"> • Observes and describes objects in the night sky • Recognizes that there are many stars in the sky that are different distances apart • Identifies the Sun as our closest star • Recognizes that stars look small because they are far away. |

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| | <p>SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. (Moderate)</p> <p>Teach gravity with Force and Motion</p> | <ul style="list-style-type: none"> • Explains that objects are pulled toward Earth by a force called gravity. • Demonstrates that gravity pulls objects toward the Earth • Recognizes that Earth’s gravity pulls on all objects on or near Earth. |
| | <p>SC.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them. (Moderate)</p> | <ul style="list-style-type: none"> • Investigates how magnifiers are used in the real world to make things appear bigger. • Recognizes that magnifiers help us to see things that we could not see without them. |
| | <p>SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun. (Moderate)</p> | <ul style="list-style-type: none"> • Identifies the benefits of the sun • Identifies the harmful effects of the sun. |
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| <p>14. Organization and Development of Living Things</p> | <p>SC.1.L.14.1 Make observations of living things and their environment using the five senses. (Low)</p> | <ul style="list-style-type: none"> • Uses the 5 senses to describe various plants and animals. |
| | <p>SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers. (Low)"</p> | <ul style="list-style-type: none"> • Identifies the 4 major structures of a plant. |
| | <p>SC.1.L.14.3 Differentiate between living and nonliving things. (Teach with SC.1.L.14.1 above) (High)</p> | <ul style="list-style-type: none"> • Identifies living and non-living things on earth. • Identifies living things and non-living things within a specific environment. |
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| <p>Big Idea 16: Heredity and Reproduction</p> | <p>SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. (Low)</p> | <ul style="list-style-type: none"> • Compares young plants and animals to their parents. • Observes that a young plant or animal has the same features as its parent. • Compares like plants. • Compares like animals. |
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| <p>Big Idea 17: Interdependence</p> | <p>SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (Low)</p> | <ul style="list-style-type: none"> • Recognizes that all plants and animals, including humans, have needs (air, water, food, space). • Observes that all plants have the same basic needs. • Recognizes that a plant will die if its basic needs are not met. • Recognizes that humans have the same needs as all other animals. • Explains that all animals will die if its basic needs are not met. • Identifies the basic needs of all living things |