Course: Science - Grade 1 - 5020020

Direct link to this page: http://www.cpalsms.org/Courses/CoursePagePublicPreviewCourse4248.aspx

BASIC INFORMATION

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Science - Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>5020020</td>
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<tr>
<td>Course Abbreviated Title:</td>
<td>SCIENCE GRADE 1</td>
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<tr>
<td>Course Path:</td>
<td>Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Science SubSubject: General Sciences</td>
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<tr>
<td>Course length:</td>
<td>Year (Y)</td>
</tr>
<tr>
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<tr>
<td>Status:</td>
<td>Draft - Board Approval Pending</td>
</tr>
</tbody>
</table>

STANDARDS (27)

HE.1.C.1 Comprehend concepts related to health promotion and disease prevention to enhance health.

HE.1.C.1.6:
Emphasize the correct names of human body parts.
Cognitive Complexity: N/A Date Adopted or Revised: 12/08
Belongs to: Comprehend concepts related to health promotion and disease prevention to enhance health.
Remarks/Examples
Some examples may include stomach, intestines, buttocks.

LACC.1.RI.1 Key Ideas and Details

LACC.1.RI.1.1:
Ask and answer questions about key details in a text.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepri I Date Adopted or Revised: 12/10
Belongs to: Key Ideas and Details.

LACC.1.RI.2 Craft and Structure

LACC.1.RI.2.4:
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts I Date Adopted or Revised: 12/10
Belongs to: Craft and Structure.

LACC.1.RI.4 Range of Reading and Level of Text Complexity

LACC.1.RI.4.10:
With prompting and support, read informational texts appropriately complex for grade 1.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts I Date Adopted or Revised: 12/10
Belongs to: Range of Reading and Level of Text Complexity.

LACC.1.SL.1 Comprehension and Collaboration

LACC.1.SL.1.1:
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
c. Ask questions to clear up any confusion about the topics and texts under discussion.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts I Date Adopted or Revised: 12/10
Belongs to: Comprehension and Collaboration.

LACC.1.W.3 Research to Build and Present Knowledge

LACC.1.W.3.8:
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts I Date Adopted or Revised: 12/10
Belongs to: Research to Build and Present Knowledge.
MACC.1.MD.1 Measure lengths indirectly and by iterating length units.

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 12/10
Belongs to: Measure lengths indirectly and by iterating length units.

MACC.1.MD.3 Represent and interpret data.

MACC.1.MD.3.4

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 12/10
Belongs to: Represent and Interpret data.

SC.1.E.5 Earth in Space and Time

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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Earth in Space and Time.

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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Earth in Space and Time.

SC.1.E.5.3

Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Earth in Space and Time.

SC.1.E.5.4

Identify the beneficial and harmful properties of the Sun.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Earth in Space and Time.

SC.1.E.6 Earth Structures

SC.1.E.6.1

Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: Earth Structures.

SC.1.E.6.2

Describe the need for water and how to be safe around water.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Earth Structures.

SC.1.E.6.3

Recognize that some things in the world around us happen fast and some happen slowly.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08
Belongs to: Earth Structures.

Remarks/Examples


SC.1.L.14 Organization and Development of Living Organisms

SC.1.L.14.1

Make observations of living things and their environment using the five senses.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: Organization and Development of Living Organisms.

Remarks/Examples

Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.

SC.1.L.14.2

Identify the major parts of plants, including stem, roots, leaves, and flowers.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: Organization and Development of Living Organisms.

SC.1.L.14.3

Differentiate between living and nonliving things.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08
Belongs to: Organization and Development of Living Organisms.

SC.1.L.16 Heredity and Reproduction

SC.1.L.16.1

Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: Heredity and Reproduction.

SC.1.L.17 Interdependence

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.
### SC.1.N.1 The Practice of Science

**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.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 02/08
Belongs to: The Practice of Science

Remarks/Examples

* CCSS Connections: LACC.1.SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in groups.

**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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: The Practice of Science

Remarks/Examples

* CCSS Connections: LACC.1.W.3.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

* Refer to MACC.K12.MP.5: Use appropriate tools strategically.

**SC.1.N.1.3:** Keep records as appropriate - such as pictorial and written records - of investigations conducted.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: The Practice of Science

Remarks/Examples

* CCSS Connections: MACC.1.MD.3.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**SC.1.N.1.4:** Ask “how do you know?” in appropriate situations.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: The Practice of Science

Remarks/Examples

* CCSS Connections: LACC.1.RL.2.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

### SC.1.P.12 Motion of Objects

**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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Motion of Objects

### SC.1.P.13 Forces and Changes in Motion

**SC.1.P.13.1:** Demonstrate that the way to change the motion of an object is by applying a push or a pull.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Forces and Changes in Motion

### SC.1.P.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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: Properties of Matter

Remarks/Examples

The use of the more familiar term ‘weight’ instead of the term “mass” is recommended for grades K-2.

### RELATED GLOSSARY TERM DEFINITIONS (13)

<p>| Environment: | The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air. |
| Gravity: | The force of attraction between any two objects. |</p>
<table>
<thead>
<tr>
<th><strong>Term</strong></th>
<th><strong>Definition</strong></th>
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<tbody>
<tr>
<td>Investigation</td>
<td>A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.</td>
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<tr>
<td>Law</td>
<td>A statement that describes invariable relationships among phenomena under a specified set of conditions.</td>
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<td>Light</td>
<td>Electromagnetic radiation that lies within the visible range.</td>
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<tr>
<td>Mass</td>
<td>The amount of matter an object contains.</td>
</tr>
<tr>
<td>Motion</td>
<td>The act or process of changing position and/or direction.</td>
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<tr>
<td>Observation</td>
<td>What one has observed using senses or instruments.</td>
</tr>
<tr>
<td>Organism</td>
<td>An individual form of life of one or more cells that maintains various vital processes necessary for life.</td>
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<tr>
<td>Sense</td>
<td>Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.</td>
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<tr>
<td>Space</td>
<td>The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.</td>
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<tr>
<td>Sun</td>
<td>The closest star to Earth and the center of our solar system.</td>
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<td>Weight</td>
<td>The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.</td>
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