Science Curriculum Map
Grade 1 Science

Unit 1		Unit 2	
Weather		**Light & Sound**	
8 weeks (4.5 weeks if alternating with SS)		**9 weeks (4.5 weeks if alternating with SS)**	
Grade Level Standard	**Prerequisite Standards Mastery Assessment**	**Grade Level Standard**	**Prerequisite Standards Mastery Assessment**
S1E1.a		S1P1.a	
S1E1.b		S1P1.b	
S1E1.c		S1P1.c	
S1E1.d		S1P1.d	
		S1P1.e	

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Unit 3		Unit 4	
Magnetism		**Needs of Living Things**	
6 weeks (3.5 weeks if alternating with SS)		**9 weeks (4.5 weeks if alternating with SS)**	
Grade Level Standard	**Prerequisite Standards Mastery Assessment**	**Grade Level Standard**	**Prerequisite Standards Mastery Assessment**
S1P2.a		**S1L1.a**	**SKL2.a**
S1P2.b		**S1L1.b**	
		S1L1.c	

RED = prioritized standards; BLACK = supporting standards; BLUE = Prior grade prerequisite standards
Prerequisites are loosely based on the current grade's standards, and teachers are encouraged to pre-assess students.

1st Grade		
1st Nine Weeks		2nd Nine Weeks
Creating a Culture 1 week	Weather 8 weeks	Light and Sound 9 weeks
	4.5 weeks if alternate with SS	*4.5 weeks if alternate with SS*
	S1E1. Obtain, evaluate, and communicate weather data to identify weather patterns. *a. Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type.* b. Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water). *c. Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.* *d. Analyze data to identify seasonal patterns of change. (Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)*	**S1P1. Obtain, evaluate, and communicate information to investigate light and sound.** a. Use observations to construct an explanation of how light is required to make objects visible. b. Ask questions to identify and compare sources of light. *c. Plan and carry out an investigation of shadows by placing objects at various points from a source of light.* *d. Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate.* e. Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.
	Science/Mathematics Connections Collect, organize, and analyze data in mathematics – data collection should continue all year Lewis & Clark – maps Thomas Jefferson	Science/Social Studies Connections: Light – Benjamin Franklin

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1st Grade		
3rd Nine Weeks	4th Nine Weeks	
Magnetism 6 weeks	Needs of Living Things 9 weeks	Preview 2nd Grade 3 weeks
3.5 weeks if alternate with SS	*4.5 weeks if alternate with SS*	
S1P2. Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects. a. Construct an explanation of how magnets are used in everyday life. (*Clarification statement:* Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags.) *b. Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.*	*SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.* *a. Construct an argument supported by evidence for how animals can be grouped according to their features.* **S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.** a. Develop models to identify the parts of a plant—root, stem, leaf, and flower. *b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).* *c. Design a solution to ensure that a plant or animal has all of its needs met.*	If time permits, preview 2nd grade standards
	Science/Social Studies Connections: Plants – George Washington Carver Animals – Theodore Roosevelt (National Parks) Lewis & Clark Sacagawea (helped Lewis and Clark navigate, identify plants)	