

Quarter 1 08/10 – 10/09	Quarter 2 10/13 – 12/18	Quarter 3 01/05 – 03/11	Quarter 4 03/22 – 05/21
The Year-at-a-Glance document represents a recommended timeline and sequence.			
Topic 1* Living Things	Topic 2* Sorting Matter	Topic 3* Forces and Motion	Topic 4* Earth's Surface
SC.1.L.14.3 Differentiate between living and nonliving things. SC.1.L.14.1 Make observations of living things and their environment using the five senses. 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.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers. SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. Note: Topic 1 corresponds with life science text in the ELA curriculum (<i>Unit 1 – Plants and Animals Grow and Change</i>). Make connections where applicable.	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. SC.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them.	SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull. 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. 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.	SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface. SC.1.E.6.2 Describe the need for water and how to be safe around water. SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly.
Topic 5* Earth and Space	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. SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun. Note: Topic 5 corresponds with space text in the ELA curriculum (<i>Unit 8 – Observing the Sky</i>). Make connections where applicable.		
<i>*The Nature of Science benchmarks cover the skills and knowledge students should explore about how to 'do' science. This content should come up throughout the year in multiple ways.</i>			

Science – Grade 1 – Nature of Science Benchmarks

**The Nature of Science benchmarks cover the skills and knowledge students should explore about how to ‘do’ science. This content should come up throughout the year in multiple ways.*

<u>SC.1.N.1.1</u>	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
<u>SC.1.N.1.2</u>	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.
<u>SC.1.N.1.3</u>	Keep records as appropriate – such as pictorial and written records – of investigations conducted.
<u>SC.1.N.1.4</u>	Ask “how do you know?” in appropriate situations.