First Grade Science Curriculum Map

Note: The following timeline and sequence is meant to be a guide only and is subject to change.

(Revised 2008-09 school year)

Grade Level Content Expectations	1st Trimester						2nd Trimester						3rd Trimester					
	Sept		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May	
E.ES.01.11 Identify the sun as the most important source of heat which warms the land, air, and water of the Earth.	X	X	X	X	X	X												
Resources:																		
E.ES.01.12 Demonstrate the importance of sunlight and warmth in plant growth.	X	X	X	X	X	X												
Resources:																		
E.ES.01.21 Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (cloudy, partly cloudy, foggy) precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm).	X	X	X	X	X	X												
Resources:																		
E.ES.01.22 Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind.	X	X	X	X	X	X												
Resources:																		
E.ES.01.23 Describe severe weather events.	X	X	X	X	X	X												
Resources:																		
E.ES.01.24 Describe precautions that should be taken for human safety during severe weather conditions (thunderstorms, lightning, tornadoes, high winds, blizzards, hurricanes).	X	X	X	X	X	X												
Resources:																		
E.ES.01.31 Identify the tools that might be used to measure temperature, precipitation, cloud cover and wind.	X	X	X	X	X	X												
Resources:																		
S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		
S.IP.01.12 Generate questions based on observations.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		
S.IP.01.13 Plan and conduct simple investigations.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		
S.IP.01.14 Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		
S.IP.01.15 Make accurate measurements with appropriate (non-standard) units for the measurement tool.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		
S.IP.01.16 Construct simple charts from data and observations.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		
S.IA.01.12 Share ideas about science through purposeful conversation.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		

S.IA.01.13 Communicate and present findings of observations.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		
S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		
S.RS.01.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits and activities.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		
E.ES.01.32 Observe and collect data of weather conditions over a period of time.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Resources:																		
E.SE.01.12 Describe how Earth materials contribute to the growth of plant and animal life.	X	X	X	X	X	X							X	X	X	X	X	X
Resources:																		
P.PM.01.11 Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.							X	X	X	X	X	X						
Resources:																		
P.PM.01.21 Demonstrate that water as a solid keeps its own shape (ice).							X	X	X	X	X	X						
Resources:																		
P.PM.01.22 Demonstrate that water as a liquid takes on the shape of various containers.							X	X	X	X	X	X						
Resources:																		
P.PM.01.31 Identify materials that are attracted by magnets.							X	X	X	X	X	X						
Resources:																		
P.PM.01.32 Observe that like poles of a magnet repel and unlike poles of a magnet attract.							X	X	X	X	X	X						
Resources:																		
L.OL.01.13 Identify the needs of animals.													X	X	X	X	X	X
Resources:																		
L.OL.01.21 Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult.													X	X	X	X	X	X
Resources:																		
L.HE.01.11 Identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young.													X	X	X	X	X	X
Resources:																		
L.HE.01.12 Classify young animals based on characteristics that are passed on from parents (for example: dogs/puppies, cats/kittens, cows/calves, chicken/chicks).													X	X	X	X	X	X