

Cobb County School District 2019-2020

1 st Grade Science Teaching & Learning Framework								
Quarter 1		Quarter 2		Quarter 3		Quarter 4		
Unit 1 4 Weeks	Unit 2 4 weeks	Weather and Seasons	Unit 3 4 weeks	Unit 4 4 weeks	Weather and Seasons	Unit 5 6 weeks	Weather and Seasons	Unit 6 6 weeks
Weather and Seasons	Magnets		Light	Sound		Animals		Plants
<p>S1E1. Obtain, evaluate, & communicate weather data to identify weather patterns.</p> <p>a. Represent data in tables &/or graphs to identify & describe different types of weather & characteristics of each type.</p> <p>b. Ask questions to identify forms of precipitation such as rain, snow, sleet & hailstones as either solid (ice) or liquid (water).</p> <p>c. Investigate 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 or on a calendar seasonally & graphically.</p> <p>d. Analyze data to identify seasonal patterns of change.</p>	<p>S1P2. Obtain, evaluate, & communicate information to demonstrate the effects of magnets on other magnets & other objects.</p> <p>a. Construct an explanation of how magnets are used in everyday life. <i>(Clarification statement: Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags.)</i></p> <p>b. Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects</p>	<p>S1P1. Obtain, evaluate, & investigate light and sound.</p> <p>a. Use observations to construct an explanation of how light is required to make objects visible</p> <p>b. Ask questions to identify & compare sources of light.</p> <p>c. Plan & carry out an investigation of shadows by placing objects at various points from source of light.</p>	<p>S1P1. Obtain, evaluate, & investigate light and sound.</p> <p>d. Construct an explanation to observe and provide evidence that vibrating materials can make sound & that sound can make materials vibrate.</p> <p>e. Design a signal that can serve as an emergency alert using light & sound.</p>	<p>S1L1. Obtain, evaluate, & communicate information about the basic needs of plants & animals.</p> <p>b. Ask questions to compare & contrast basic needs of plants & animals-</p> <ol style="list-style-type: none"> 1.air/air 2.water/water 3.light/food 4.nutrients/shelter <p>c. Design a solution to ensure a plant or animal’s needs are met.</p>	<p>S1L1. Obtain, evaluate, & communicate information about the basic needs of plants & animals.</p> <p>a. Develop models to identify the parts of a plant— root, stem, leaf, and flower.</p> <p>b. Ask questions to compare & contrast basic needs of plants & animals-</p> <ol style="list-style-type: none"> 1.air/air 2.water/water 3.light/food 4.nutrients/shelter <p>c. Design a solution to ensure a plant or animal’s needs are met.</p>			