

SCIENCE

INVESTIGATING OUR NATURAL AND ENGINEERED WORLD.

1st Grade Science Teaching & Learning Framework								
Quarter 1			Quarter 2		Quarter 3		Quarter 4	
Unit 1	Unit 2	\$	Unit 3	Unit 4	5	Unit 5	5	Unit 6
4 Weeks	4 weeks	Weather	4 weeks	4 weeks	'ea	6 weeks	/ea	6 weeks
Weather and Seasons	Magnets	l he	Light	Sound	the	Animals	l he	Plants
S1E1. Obtain, evaluate, &	S1P2. Obtain,	r and	S1P1. Obtain,	S1P1. Obtain,	Weather and	S1L1. Obtain, evaluate, &	Weather and	S1L1. Obtain, evaluate, &
communicate weather data to identify weather	evaluate, & communicate		evaluate, &	evaluate, & investigate light		communicate information about the basic needs of		communicate information about the basic needs of
patterns.	information to	Seasons	investigate light and sound.	and sound.	Seasons	plants & animals.	Seasons	plants & animals.
a. Represent data in	demonstrate the	sor	and sound.	aliu souliu.	sor	piants & animais.	sor	piants & animais.
tables &/or graphs to	effects of magnets	S	a. Use	d. Construct an	St	b. Ask questions to compare	ร	a. Develop models to
identify & describe	on other magnets &		observations to	explanation to		& contrast basic needs of		identify the parts of a
different types of	other objects.		construct an	observe and		plants & animals-		plant— root, stem, leaf,
weather & characteristics			explanation of	provide		1.air/air		and flower.
of each type.	a. Construct an		how light is	evidence that		2.water/water		
b. Ask questions to	explanation of how		required to	vibrating		3.light/food		b. Ask questions to
identify forms of	magnets are used in		make objects	materials can		4.nutrients/shelter		compare & contrast
precipitation such as rain,	everyday life.		visible	make sound &				basic needs of plants &
snow, sleet & hailstones	(Clarification			that sound can		c. Design a solution to		animals-
as either solid (ice) or	statement: Everyday		b. Ask questions	make materials		ensure a plant or animal's		1.air/air
liquid (water).	life uses could		to identify &	vibrate.		needs are met.		2.water/water
c. Investigate current	include refrigerator		compare					3.light/food
weather conditions by	magnets, toys,		sources of light.	e. Design a				4.nutrients/shelter
observing, measuring	magnetic latches,			signal that can				
with simple weather	and name tags.)		c. Plan & carry	serve as an				c. Design a solution to
instruments, and	la Diana and assume and		out an	emergency alert				ensure a plant or
recording weather data	b. Plan and carry out		investigation of	using light &				animal's needs are met.
(temperature,	an investigation to demonstrate how		shadows by	sound.				
precipitation, sky conditions, and weather			placing objects at various points					
events) in a periodic	magnets attract and repel each other and		from the source					
journal or on a calendar	the effect of		of light.					
seasonally & graphically.	magnets on common		or light.					
d. Analyze data to	objects							
identify seasonal patterns	0.0,000							
of change.								
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