

## Cobb County School District Prioritized Standards

1 <sup>st</sup> Grade Science Teaching & Learning Framework							
Prioritized Standards are in Green Supporting Standards are in Yellow							
Quarter 1		Quarter 2		Quarter 3		Quarter 4	
Unit 1 4 Weeks	Unit 2 4 weeks	Unit 3 4 weeks	Unit 4 4 weeks	Unit 5 6 weeks	Unit 6 6 weeks		
Weather and Seasons	Magnets	Light	Sound	Animals	Plants		
<p><b>S1E1. Obtain, evaluate, &amp; communicate weather data to identify weather patterns.</b></p> <p>a. Represent data in tables &amp;/or graphs to identify &amp; describe different types of weather &amp; characteristics of each type.</p> <p>b. Ask questions to identify forms of precipitation such as rain, snow, sleet &amp; hailstones as either solid (ice) or liquid (water).</p> <p>c. Investigate current weather conditions by observing, measuring with simple weather instruments, and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally &amp; graphically.</p> <p>d. Analyze data to identify seasonal patterns of change.</p>	<p><b>S1P2. Obtain, evaluate, &amp; communicate information to demonstrate the effects of magnets on other magnets &amp; other objects.</b></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><b>S1P1. Obtain, evaluate, &amp; investigate light and sound.</b></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 &amp; compare sources of light.</p> <p>c. Plan &amp; carry out an investigation of shadows by placing objects at various points from source of light.</p>	<p><b>S1P1. Obtain, evaluate, &amp; investigate light and sound.</b></p> <p>d. Construct an explanation to observe and provide evidence that vibrating materials can make sound &amp; that sound can make materials vibrate.</p> <p>e. Design a signal that can serve as an emergency alert using light &amp; sound.</p>	<p><b>S1L1. Obtain, evaluate, &amp; communicate information about the basic needs of plants &amp; animals.</b></p> <p>b. Ask questions to compare &amp; contrast basic needs of plants &amp; animals-</p> <ol style="list-style-type: none"> <li>1.air/air</li> <li>2.water/water</li> <li>3.light/food</li> <li>4.nutrients/shelter</li> </ol> <p>c. Design a solution to ensure a plant or animal’s needs are met.</p>	<p><b>S1L1. Obtain, evaluate, &amp; communicate information about the basic needs of plants &amp; animals.</b></p> <p>a. Develop models to identify the parts of a plant— root, stem, leaf, and flower.</p> <p>b. Ask questions to compare &amp; contrast basic needs of plants &amp; animals-</p> <ol style="list-style-type: none"> <li>1.air/air</li> <li>2.water/water</li> <li>3.light/food</li> <li>4.nutrients/shelter</li> </ol> <p>c. Design a solution to ensure a plant or animal’s needs are met.</p>	Weather and Seasons	Weather and Seasons