

## Science Pacing Guide

1<sup>ST</sup> Grade



	<b>Unit 1: Weather and Seasons</b>	Formative Learning Assessment Window (October 5-9, 2015)
<b>Time Frame</b>	9 weeks	
<b>Instructional Days</b>	August 10 – October 9, 2015	
<b>Georgia Content Focus Standards</b>	<p><b>RITUALS AND ROUTINES</b>  <i>Habits of Mind / Nature of Science – See Page 3</i></p> <p><b>S1E1. Students will observe, measure, and communicate weather data to see patterns in weather and climate</b></p> <ol style="list-style-type: none"> <li>a. Identify different types of weather and the characteristics of each type.</li> <li>b. Investigate weather 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.</li> <li>c. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes.</li> </ol>	
	<b>Unit 2: Water</b>	Formative Learning Assessment Window (December 7-11, 2015)
<b>Time Frame</b>	9 weeks	
<b>Instructional Days</b>	October 12 - December 18, 2015	
<b>Georgia Content Focus Standards</b>	<p><i>Habits of Mind / Nature of Science – See Page 3</i></p> <p><b>S1E2. Students will observe and record changes in water as it relates to weather.</b></p> <ol style="list-style-type: none"> <li>a. Recognize changes in water when it freezes (ice) and when it melts (water).</li> <li>b. Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).</li> <li>c. Determine that the weight of water before freezing, after freezing, and after melting stays the same. Determine that water in an open container disappears into the air over time, but water in a closed container does not.</li> </ol>	
	<b>Unit 3: Plants and Animals</b>	Formative Learning Assessment Window (March 7-11, 2016)
<b>Time Frame</b>	47 days	
<b>Instructional Days</b>	January 5 – March 11, 2016	
<b>Georgia Content Focus Standards</b>	<p><i>Habits of Mind / Nature of Science – See Page 3</i></p> <p><b>S1L1. Students will investigate the characteristics and basic needs of plants and animals.</b></p> <ol style="list-style-type: none"> <li>a. Identify the basic needs of a plant             <ol style="list-style-type: none"> <li>1. Air 2. Water 3. Light 4. Nutrients</li> </ol> </li> <li>b. Identify the basic needs of an animal.             <ol style="list-style-type: none"> <li>1. Air 2. Water 3. Food 4. Shelter</li> </ol> </li> <li>c. Identify the parts of a plant—root, stem, leaf, and flower.</li> <li>d. Compare and describe various animals—appearance, motion, growth, basic needs.</li> </ol>	

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	Unit 4: Light and Shadows	Unit 5: Magnets	Formative Learning Assessment Window (TBA May, 2016)
<b>Time Frame</b>	10 days	10 days	
<b>Instructional Days</b>	March 14 – April 1, 2016	April 4 – April 15, 2016	
<b>Georgia Content Focus Standards</b>	<i>Habits of Mind / Nature of Science – See Page 3</i> <b>S1P1. Students will investigate light and sound.</b> <ol style="list-style-type: none"> <li>a. Recognize sources of light.</li> <li>b. Explain how shadows are made.</li> </ol>	<i>Habits of Mind / Nature of Science – See Page 3</i> <b>S1P2. Students will demonstrate effects of magnets on other magnets and other objects.</b> <ol style="list-style-type: none"> <li>a. Demonstrate how magnets attract and repel.</li> <li>b. Identify common objects that are attracted to a magnet.</li> <li>c. Identify objects and materials (air, water, wood, paper, your hand, etc.) that do not block magnetic force.</li> </ol>	
	Units 6: Sounds		
<b>Time Frame</b>	10 days	3 weeks	
<b>Instructional Days</b>	April 18 – April 29, 2016	May 2 – May 20, 2016	
<b>Georgia Content Focus Standards</b>	<i>Habits of Mind / Nature of Science – See Page 3</i> <b>S1P1. Students will investigate light and sound.</b> <ol style="list-style-type: none"> <li>c. Investigate how vibrations produce sound.</li> <li>d. Differentiate between various sounds in terms of (pitch) high or low and (volume) loud or soft.</li> <li>e. Identify emergency sounds and sounds that help us stay safe.</li> </ol>	Additional Formative Learning review for targeted non-proficiency students 1st grade content enrichment activities	

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#### Georgia Supporting Standards Descriptions

##### Habits of Mind

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.

c. Give rough estimates of numerical answers to problems before doing them formally.

d. Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.

S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure, and look at objects.

b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

c. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

c. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

S1CS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described.

c. Use simple pictographs and bar graphs to communicate data.

##### The Nature of Science

S1CS6. Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that:

a. When a science investigation is done the way it was done before, we expect to get a similar result.

b. Science involves collecting data and testing hypotheses

c. Scientists often repeat experiments multiple times, and subject their ideas to criticism by other scientists who may disagree with them and do further tests.

d. All different kinds of people can be and are scientists.

S1CS7. Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.

b. In doing science, it is often helpful to work as a team. All team members should reach individual conclusions and share their understandings with other members of the team in order to develop a consensus.

c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help.

d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them.

Advantage can be taken of classroom pets.

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### Pertinent Assessment Information

#### Quarterly Formative Assessments (cumulative)

Question Types

Q1 – 10 MC and 1 constructed response (written)

Q2 – 15 MC and 1 constructed response (written)

Q3

Q4