

**CLAY COMMUNITY SCHOOLS – CURRICULUM SCIENCE STANDARDS
GRADE 1**

QUARTER 1

Earth and Space Science (ESS)
1.ESS.1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.
1.ESS.2 Observe and compare properties of sand, clay, silt, and organic matter. Look for evidence of sand, clay, silt, and organic matter as components of soil samples.
1.ESS.3 Observe a variety of soil samples and describe in words and pictures the soil properties in terms of color, particle size and shape, texture, and recognizable living and nonliving items.
1.ESS.4 Develop solutions that could be implemented to reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

QUARTER 2

Physical Science (PS)
1.PS.1 Characterize materials as solid, liquid, or gas and investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties).
1.PS.2 Predict and experiment with methods (sieving, evaporation) to separate solids and liquids based on their physical properties.
1.PS.3 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
1.PS.4 Make observations to collect evidence and explain that objects can be seen only when illuminated.

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QUARTER 3

Engineering (E)
K-2.E.1 Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool.
K-2.E.2 Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem.
K-2.E.3 Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.

QUARTER 4

Life Science (LS)
1.LS.1 Develop representations to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
1.LS.2 Develop a model mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. Explore how those external parts could solve a human problem.
1.LS.3 Make observations of plants and animals to compare the diversity of life in different habitats.
1.LS.4 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.