



First Grade Science Year at a Glance (YAG)



First Semester	Second Semester
<p>1st Nine Weeks – 40 days (August 19th – October 15th) (September 2nd – Labor day – No School) (October 14th – Staff Development)</p> <p><u>Introduction: Working Like a Scientist (3 days)</u> <u>Introducción: Trabajando como un científico</u> This unit bundles Student Expectations that allow for the establishment of science procedures, including safety and notebooking, as well as what is means to be a scientist. 1.1A, 1.2A, 1.2B, 1.2C, 1.2D, 1.3C, 1.4A, 1.8A</p> <p><u>Unit 01: Investigating Properties of Objects (21 days)</u> <u>Investigar las propiedades de los objetos</u> This unit addresses properties and patterns of objects and materials. Through simple descriptive investigations using observations and tools, students classify objects in terms of observable properties of the materials from which they are made, whether they are larger and smaller, heavier and lighter, and their shape, color, and texture. 1.1A, 1.1B, 1.2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.3B, 1.3C, 1.4A, 1.4B, 1.5A, 1.5B, 1.5C</p> <p><u>Unit 02: Investigating Energy (10 days)</u> <u>Investigando energía</u> This unit addresses forms of energy and their importance to everyday life. Students demonstrate safe and healthy practices while engaging in simple descriptive investigations to identify different forms of energy and discuss how light, sound, and thermal energy are important to everyday life. 1.1A, 1.2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.3A, 1.4A, 1.6A</p>	<p>3rd Nine Weeks – 45 days (January 6th – March 17th) (January 20th – MLK – No School) (March 9th – 13th – Spring Break)</p> <p><u>Unit 05: Investigating Objects in the Sky</u> <u>Investigar objetos en el cielo</u> This unit addresses changes in the appearance of objects in the sky and characteristics of day and night. Students engage in simple descriptive investigations, observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun. Additionally, students identify characteristics of day and night. 1.1A, 1.2A B C D E, 1.3B, 1.3C, 1.4A, 1.8B, 1.8C</p> <p><u>Unit 06: Investigating Weather and Seasons (12 days)</u> <u>Investigando el clima y las estaciones</u> Students observe patterns in weather and seasons. Students learn about tools to help them collect and record information about weather, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy, in addition to demonstrating that air is all around us and observe that wind is moving air. 1.1A, 1.2A B C D E, 1.3B, 1.3C, 1.4A, 1.8A, 1.8C, 1.8D</p> <p><u>Unit 07: Investigating Organisms and Environments (12 Days)</u> <u>Investigando organismos y ambientes</u> This unit bundles student expectations that address the basic needs of plants and animals and their interdependence with living and nonliving things around them for survival. Students demonstrate safe and healthy practices as outlined in the Texas Education Agency-approved safety standards while engaging in simple descriptive investigations. They classify living and nonliving things based upon whether they have basic needs and produce offspring. 1.1A, 1.2A B C D E, 1.3C, 1.4A, 1.9A, 1.9B, 1.9C</p>
<p>2nd Nine Weeks – 43 days (October 16th – December 20st) (November 25th – 29th – Thanksgiving Break) (December 23rd – January 3rd – Holiday Break)</p> <p><u>Unit 03: Investigating How Objects Move (10 days)</u> <u>Investigando cómo se mueven los objetos</u> This unit addresses force and motion in the context of movement of objects and magnetism. Students engage in simple descriptive investigations to predict and describe how magnets can be used to push or pull an object, and demonstrate ways in which objects can move. 1.1A, 1.2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.3B, 1.3C, 1.4A, 1.6B, 1.6C</p> <p><u>Unit 04: Investigating Rocks, Soil, and Water (21 days)</u> <u>Investigando rocas, suelo y agua</u> This unit addresses natural resources found in our world, their physical properties, and how they are useful. Students engage in simple descriptive investigations to observe, compare, describe, and sort components of soil by size, texture, and color. They also identify and describe a variety of natural sources of water, including streams, lakes, and oceans. Students identify how rocks, soil, and water are used to make products. 1.1A, 1.1B, 1.2A, 1.2B, 1.2C, 1.2D, 1.2E, 1.3A, 1.3C, 1.4A, 1.7A, 1.7B, 1.7C</p>	<p>4th Nine Weeks – 45 days (March 18th – May 21rd) (April 10th – Good Friday – No School) (April 24th – Battle of Flowers – No School) (May 25th – Memorial Day – No School)</p> <p><u>Unit 07: Investigating Organisms and Environments (continued)</u> 1.1A, 1.2A B C D E, 1.3C, 1.4A, 1.9A B C</p> <p><u>Unit 08: Investigating Physical Characteristics of Organisms (12 Days)</u> <u>Investigando las características físicas de los organismos</u> This unit addresses structures and processes of organisms that help them survive in their environment. Students investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats. Additionally, students identify and compare the parts of plants. 1.1A, 1.2A B C D E, 1.3C, 1.4A, 1.4B, 1.10A, 1.10B</p> <p><u>Unit 09: Investigating Life Cycles (12 Days)</u> <u>Investigando ciclos de vida</u> Students observe and record life cycles of animals, such as a chicken, frog, or fish. Additionally, students compare ways that young animals resemble their parents. Furthermore, students communicate and discuss their observations and record data in their notebooks. Students consider environmentally appropriate and responsible practices with resources during investigations. 1.1A, 1.2A, 1.2B C D E, 1.3B, 1.3C, 1.4A, 1.10C, 1.10D</p>