Big Idea	Standard	Breakdown
1. The Practice of Science	SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. (Moderate)	• Uses senses to make observations. • Describes the five senses and identifies the body part that goes with each sense. • Uses 5 senses to make observations with others.
	SC.1.N.1.4 Ask "how do you know?" in appropriate situations. (Moderate)	• Asks questions during investigations with others.
	SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. (High)	• Uses the five senses during investigation to explain and make conclusions about an experiment.
	SC.1.N.1.3 Keep records as appropriate - such as pictorial and written records - of investigations conducted. (Moderate)	• Uses investigations to draw conclusions. • Records results of an investigation
Big Idea 8: Properties of Matter	SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. (Moderate)	• Identifies examples of physical properties. • Observes objects and sorts them by their properties. • Observes and sort objects to see which ones sink and which ones float.

Big Idea 12: Motion of Objects	SC.1.P.12.1 Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow. (Moderate)	• Describes how objects move. • Describes how things move in different ways • Demonstrates different ways that objects move.
13: Forces and Changes in Motion	SC.1.P.13.1 Demonstrate that the way to change the motion of an object is by applying a push or a pull. (Moderate)	• Describes how forces move or stop objects. • Uses a push and a pull on an object to explain how to change the speed, direction, and position of that object.
Big Idea 6: Earth Structures	SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface. (Low)	• Identifies various places water is found on Earth. • Identifies various living organisms found on Earth • Recognizes that rocks are found on Earth's surface. • Recognizes that soil if found on Earth's surface
	SC.1.E.6.2 Describe the need for water and how to be safe around water. (Moderate)	• Explains that all plants, animals, and people need water to survive • Describes how to be safe around water
	SC.1.E.6.3 Recognize that some things in the world around us happen fast and some happen slowly. (High)	• Explains how the earth can change. • Compare and contrast fast and slow Earth changes.
Big Idea 5: Earth in Space in Time	SC.1.E.5.1 Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky. (Moderate)	• Observes and describes objects in the night sky • Recognizes that there are many stars in the sky that are different distances apart • Identifies the Sun as our closest star • Recognizes that stars look small because they are far away.

	SC.1.E.5.2 Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object. (Moderate) Teach gravity with Force and Motion	• Explains that objects are pulled toward Earth by a force called gravity. • Demonstrates that gravity pulls objects toward the Earth • Recognizes that Earth's gravity pulls on all objects on or near Earth.
	SC.1.E.5.3 Investigate how magnifiers make things appear bigger and help people see things they could not see without them. (Moderate)	• Investigates how magnifiers are used in the real world to make things appear bigger. • Recognizes that magnifiers help us to see things that we could not see without them.
	SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun. (Moderate)	• Identifies the benefits of the sun • Identifies the harmful effects of the sun.
14. Organization and Development of Living Things	SC.1.L.14.1 Make observations of living things and their environment using the five senses. (Low)	• Uses the 5 senses to describe various plants and animals.
	SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers. (Low)"	• Identifies the 4 major structures of a plant.
	SC.1.L.14.3 Differentiate between living and nonliving things. (Teach with SC.1.L.14.1 above) (High)	• Identifies living and non-living things on earth. • Identifies living things and non-living things within a specific environment.

Big Idea 16: Heredity and Reproduction	SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. (Low)	• Compares young plants and animals to their parents. • Observes that a young plant or animal has the same features as its parent. • Compares like plants. • Compares like animals.
Big Idea 17: Interdependence	SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space. (Low)	• Recognizes that all plants and animals, including humans, have needs (air, water, food, space). • Observes that all plants have the same basic needs. • Recognizes that a plant will die if its basic needs are not met. • Recognizes that humans have the same needs as all other animals. • Explains that all animals will die if its basic needs are not met. • Identifies the basic needs of all living things

