Florida Science

Grade 1

Adopted 2008

The Practice of Science

1. **Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.** SC.1.N.1.1

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.** SC.1.N.1.2

3. **Keep records as appropriate - such as pictorial and written records - of investigations conducted.** SC.1.N.1.3

4. **Ask "how do you know?" in appropriate situations.** SC.1.N.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Request information about the environment. SC.1.N.1.IN.A

b. Use careful observation to identify objects based on size, shape, color, or texture. SC.1.N.1.IN.B

c. Draw pictures about investigations conducted. SC.1.N.1.IN.C

d. Ask a question about a science investigation. SC.1.N.1.IN.D

Supported

a. Ask questions about common objects in the environment. SC.1.N.1.SU.A

b. Recognize differences in objects through observation of size, shape, or color SC.1.N.1.SU.B

c. Contribute to group recordings of observations. SC.1.N.1.SU.C

Participatory

a. Recognize common objects in the environment. SC.1.N.1.PA.A

b. Recognize common objects as the same. SC.1.N.1.PA.B

Earth in Space and Time

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.** SC.1.E.5.1

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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.** SC.1.E.5.2

3. **Investigate how magnifiers make things appear bigger and help people see things they could not see without them.** SC.1.E.5.3

4. **Identify the beneficial and harmful properties of the Sun.** SC.1.E.5.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify that there are many stars in the sky. SC.1.E.5.IN.A

b. Observe and recognize that an object will fall when it is dropped. SC.1.E.5.IN.B

c. Identify that magnifiers enlarge the appearance of objects. SC.1.E.5.IN.C

d. Recognize positive and harmful effects of sunlight. SC.1.E.5.IN.D

Supported

a. Recognize that there are many stars in the sky. SC.1.E.5.SU.A

b. Indicate the location of an object before and after it falls. SC.1.E.5.SU.B

c. Match a magnified item to its original item. SC.1.E.5.SU.C

d. Recognize a positive effect and a negative effect of sunlight. SC.1.E.5.SU.D

Participatory

a. Associate stars with the night sky. SC.1.E.5.PA.A

b. Track objects that fall to the ground. SC.1.E.5.PA.B

c. Recognize a familiar object enlarged by magnification. SC.1.E.5.PA.C

d. Recognize effects of sunlight, such as warming and giving light. SC.1.E.5.PA.D

Earth Structures

1. **Recognize that water, rocks, soil, and living organisms are found on Earth's surface.** SC.1.E.6.1

2. **Describe the need for water and how to be safe around water.** SC.1.E.6.2

3. **Recognize that some things in the world around us happen fast and some happen slowly.** SC.1.E.6.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify rocks, water, and living things in the environment. SC.1.E.6.IN.A

b. Identify reasons people need water and safe practices around water. SC.1.E.6.IN.B

c. Distinguish between events that happen slowly and those that happen fast. SC.1.E.6.IN.C

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Supported

a. Recognize rocks and living things in the environment. SC.1.E.6.SU.A

b. Identify reasons people need water. SC.1.E.6.SU.B

c. Distinguish between actions that are fast or slow. SC.1.E.6.SU.C

Participatory

a. Recognize living things in the environment. SC.1.E.6.PA.A

b. Recognize one way people use water. SC.1.E.6.PA.B

c. Recognize an action as fast or slow. SC.1.E.6.PA.C

Properties of Matter

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.** SC.1.P.8.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sort objects by observable properties, such as size, shape, color, or texture. SC.1.P.8.IN.A

Supported

a. Sort objects by an observable property, such as size, shape, or color. SC.1.P.8.SU.A

d. Identify outside temperatures as warm or cold. SC.2.P.8.SU.D

Participatory

a. Identify common classroom objects by one observable property, such as size or color. SC.1.P.8.PA.A

Motion of Objects

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.** SC.1.P.12.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate and identify that objects can move in different ways, such as up and down, in a straight line, and back and forth. SC.1.P.12.IN.A

Supported

a. Demonstrate that objects can move in different ways, such as up and down. SC.1.P.12.SU.A

Participatory

a. Track objects moving up and down. SC.1.P.12.PA.A

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Forces and Changes in Motion

1. **Demonstrate that the way to change the motion of an object is by applying a push or a pull.** SC.1.P.13.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the effect that a push or pull has on an object, such as changing the way an object moves. SC.1.P.13.IN.A

Supported

a. Demonstrate and recognize that pushing or pulling of an object makes it move. SC.1.P.13.SU.A

Participatory

a. Apply a push to move an object. SC.1.P.13.PA.A

Organization and Development of Living Organisms

1. **Make observations of living things and their environment using the five senses.** SC.1.L.14.1
2. **Identify the major parts of plants, including stem, roots, leaves, and flowers.** SC.1.L.14.2
3. **Differentiate between living and nonliving things.** SC.1.L.14.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use sight, hearing, and smell to make observations. SC.1.L.14.IN.A
b. Identify the leaf, flower, and stem of a plant. SC.1.L.14.IN.B
c. Identify characteristics of living and nonliving things, including whether they need food or water. SC.1.L.14.IN.C

Supported

a. Use sight and hearing to make observations. SC.1.L.14.SU.A
b. Recognize the leaf and flower of a plant. SC.1.L.14.SU.B
c. Distinguish common living and nonliving things in the environment. SC.1.L.14.SU.C

Participatory

a. Recognize and respond to different types of sensory stimuli. SC.1.L.14.PA.A
b. Recognize that plants have leaves. SC.1.L.14.PA.B
c. Recognize self and others as living things. SC.1.L.14.PA.C

Heredity and Re[illegible]

1. **Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.** SC.1.L.16.1

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:cess Point for Students with Significant Cognitive Disabilities

Independent

a. Match offspring of specific animals to adult animals. SC.1.L.16.IN.A

Supported

a. Recognize that baby plants and animals have parents. SC.1.L.16.SU.A

Participatory

a. Recognize one's own parents. SC.1.L.16.PA.A

Interdependence

1. **Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.** SC.1.L.17.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Observe and recognize that plants and animals need water and food. SC.1.L.17.IN.A

Supported

a. Observe and recognize that plants and animals need water. SC.1.L.17.SU.A

Participatory

a. Observe and recognize that people need water. SC.1.L.17.PA.A