Platte County School District #2
Science Standards
1st Grade

2017-2018 School Year

Quarter 1: Scientific Method and Engineering Design

ESTABLISHED GOALS

K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Quarter 2: Waves – Sound and Light

ESTABLISHED GOALS

1-PS4-1: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sounds can make materials vibrate. [Clarification statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]

1-PS4-2: Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. [Clarification statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.

Quarter 3: Space Systems – Patterns and Cycles

ESTABLISHED GOALS

1-ESS1-1: Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]

Quarter 4: Structure, Function and Information Processing

ESTABLISHED GOALS

1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. [Clarification statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]

1-LS3-1: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. [Clarification statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]