

LARKSPUR SCHOOL DISTRICT
CALIFORNIA SCIENCE ACADEMIC CONTENT STANDARDS
GRADE LEVEL: ONE

Introduce Develop Master	Content Standards	Assessment	Instructional Strategies	Instructional Resources
I	Physical Sciences 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:			
I	a. Students know solids, liquids, and gases have different properties.	Teacher observation	Matter search and identification Written student recordings	Indoor and outdoor matter stations ETF materials Mailbox magazine unit
I	b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.	Teacher observation	Classroom experiments and observations Class discussions Teacher demonstrations	Heating and cooling sources Overhead projector ETF materials
I/D	2. Light has a source and travels in a direction. As a basis for understanding this concept:			
	a. Students know sunlight can be blocked to create shadows.	Teacher observation	Demonstrations and subsequent student recording of observations and data with pictures and words	Overhead projector Outdoor lab station Print paper
	b. Students know light is reflected from mirrors and other surfaces.	Teacher observation	Demonstrations and subsequent student recording of observations and data with pictures and words	Indoor and outdoor light sources Mirrors, Prisms Student-constructed light boxes Journals
	c. Students know the color of light striking an object	Teacher observation	Demonstrations and	Indoor and outdoor light

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	affects the way the object is seen.		subsequent student recording of observations and data with pictures and words	sources Mirrors, Prisms Student-constructed light boxes Journals
	d. Students know an object is seen when light traveling from the object enters the eye.	Teacher observation	Demonstrations and subsequent student recording of observations and data with pictures and words	Indoor and outdoor light sources Mirrors, Prisms Student-constructed light boxes Journals
I/D	Life Sciences 3. Plants and animals meet their needs in different ways. As a basis for understanding this concept:	Teacher observation	Direct observation Book and Internet research	Life Lab Boxes Life Science manuals/texts
D	a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.	Teacher observation	Field trips to Marine Mammal Center Discovery Museum Wildcare Library and Internet research	School library Field trip sites
D	b. Students know both plants and animals need water, animals need food, and plants need light.	Teacher observation	Life Lab curriculum Field trips Student research and recording	Classroom aquariums/terrariums with heat sources "Baggie" gardens
D	c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.	Teacher observation	Lessons integrated with Language Arts and Fine Arts curriculum	Classroom aquariums/terrariums with heat sources "Baggie" gardens
I	d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).	Teacher observation	Lessons focusing on these inferences Class discussions	Wildcare – loaned specimens, videos
I	e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from	Teacher observation	Life Lab curriculum Class discussion	Life Lab Boxes Life science manuals/texts

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	sunlight.			
I	Earth Sciences 4. Weather can be observed, measured, and described. As a basis for understanding this concept:	Teacher observation	Students record observations and data with pictures, words, bar graphs, journals	Science texts Class-generated graphs Journals Weather stations
I	a. Students know how to use simple tools (e. g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.	Teacher observation	Class demonstrations and experiments Integration with Math curriculum	Weather stations installed on campus Classroom thermometers Charts Science texts
I	b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.	Teacher observation	Class demonstrations and experiments Integration with Math curriculum	Weather stations installed on campus Classroom thermometers Charts Science texts
I	c. Students know the sun warms the land, air, and water.	Teacher observation	Class demonstrations and experiments Integration with Math curriculum	Weather stations installed on campus Classroom thermometers Charts Science texts
I/D	Investigation and Experimentation 5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:			
I/D	a. Draw pictures that portray some features of the thing being described.	Teacher observation	Life Lab lessons Class discussions	Science texts Class-generated charts Art materials Library resources

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I/D	b. Record observations and data with pictures, numbers, or written statements.	Teacher observation	Classroom lessons Student drawings and written journals	Life Lab books Overhead projector Chart and graph paper Art and writing materials
I/D	c. Record observations on a bar graph.	Teacher observation	Group discussion Group and individual generation of bar graphs	Life Lab books Overhead projector Chart and graph paper Art and writing materials
I	d. Describe the relative position of objects by using two references (e. g., above and next to, below and left of).	Teacher observation	Group discussion Student worksheets Integration with Motor Skills curriculum In-class practice	Life Lab books Overhead projector Chart and graph paper Art and writing materials
I	e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.	Teacher observation	Compare and contrast group discussion Student worksheets and journals	Life Lab books Overhead projector Chart and graph paper Art and writing materials