

## 1<sup>st</sup> Grade Science: I Can Statements

Processes, Content Statements & Expectations (Disciplinary Knowledge)	I Can Statement
<b>Science Processes</b>	
<b>Inquiry Process</b>	
<b>S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</b>	
<b>S.IP.01.11</b> Make purposeful observation of the natural world using the appropriate senses.	I can use my senses to learn about the world around me.
<b>S.IP.01.12</b> Generate questions based on observations.	I can ask questions to learn more about what I am seeing.
<b>S.IP.01.13</b> Plan and conduct simple investigations.	I can ask questions to learn more about what I am seeing.
<b>S.IP.01.14</b> Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.	I can find information from many sources.
<b>S.IP.01.15</b> Make accurate measurements with appropriate (non-standard) units for the measurement tool.	I can measure temperature. I can measure rainfall. I can measure snowfall. I can measure wind speed.
<b>S.IP.01.16</b> Construct simple charts from data and observations.	I can make a chart from my observations.
<b>Inquiry Analysis and Communication</b>	
<b>S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</b>	
<b>S.IA.01.12</b> Share ideas about science through purposeful conversation.	I can talk about what I observe.
<b>S.IA.01.13</b> Communicate and present findings of observations.	I can talk about what I observe.
<b>S.IA.01.14</b> Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).	I can find information from many sources.
<b>Reflection and Social Implications</b>	
<b>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history.</b>	
<b>S.RS.01.11</b> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.	I can draw a picture to show you an idea.
<b>S.RS.01.12</b> Recognize that science investigations are done more than one time.	I can show you the importance of doing an activity more than once to get the most accurate information.

<b>Physical Science</b>	
<b>Properties of Matter</b>	
<b>P.PM.E.1 Physical Properties- All objects and substances have physical properties that can be measured.</b>	
<b>P.PM.01.11</b> Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.	I can sort objects by color, shape, size, sink, floats, etc.
<b>P.PM.E.2 States of Matter- Matter exists in several different states: solids, liquids and gases. Each state of matter has unique physical properties. Gases are easily compressed but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.</b>	
<b>P.PM.01.21</b> Demonstrate that water as a solid keeps its own shape (ice).	I can show you that solid water keeps its shape.
<b>P.PM.01.22</b> Demonstrate that water as a liquid takes on the shape of various containers.	I can show how water changes shape when put in different containers.
<b>P.PM.E.3 Magnets- Magnets can repel or attract other magnets. Magnets can also attract magnetic objects. Magnets can attract and repel at a distance.</b>	
<b>P.PM.01.31</b> Identify materials that are attracted by magnets.	I can show you what is magnetic and what is not.
<b>P.PM.01.32</b> Observe that like poles of a magnet repel and unlike poles of a magnet attract.	I can show you how magnets push apart and pull toward each other.
<b>Life Science</b>	
<b>Organization of Living Things</b>	
<b>L.OL.E.1 Life Requirements- Organisms have basic needs.</b> Animals and plants need air, water, and food. Plants also <b>require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.</b>	
<b>L.OL.01.13</b> Identify the needs of animals.	I can find information from many sources.
<b>L.OL.E.2 Life Cycles- Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms.</b>	
<b>L.OL.01.21</b> Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult.	<ul style="list-style-type: none"> <li>I can tell if an animal is in the egg stage of life.</li> <li>I can tell if an animal is in the young stage of life.</li> <li>I can tell if an animal is in the adult stage of life.</li> <li>I can tell if an animal is in the larva stage of life.</li> <li>I can tell if an animal is in the pupa stage of life.</li> </ul>
<b>Heredity</b>	
<b>L.HE.E.1 Observable Characteristics- Plants and animals share many, but not all, characteristics of their parents.</b>	
<b>L.HE.01.11</b> Identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young.	I can identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young.
<b>L.HE.01.12</b> Classify young animals based on characteristics that are passed on from parents (for example: dogs/puppies, cats/kittens, cows/calves, chicken/chicks).	I can tell you how a young animal and its parent are similar.

<b>Earth Science</b>	
<b>Earth Systems</b>	
<b>E.E.S.E.1 Solar Energy- The sun warms the land, air and water and helps plants grow.</b>	
E.ES.01.11 Identify the sun as the most important source of heat which warms the land, air, and water of the Earth.	I can you that the sun warms the Earth, air, land, and water.
<b>E.ES.01.12</b> Demonstrate the importance of sunlight and warmth in plant growth.	I can tell you a plant needs sun and warmth in order to grow.
<b>E.E.S.E.2 Weather- Weather changes from day to day and over the seasons.</b>	
<b>E.ES.01.21</b> Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (cloudy, partly cloudy, foggy); precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm).	I can use weather vocabulary to tell about the weather.
<b>E.ES.01.22</b> Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind.	I can name the four seasons and the weather that happens during each.
<b>E.ES.01.23</b> Describe severe weather characteristics.	I can tell you when the weather is dangerous.
<b>E.ES.01.24</b> Describe precautions that should be taken for human safety during severe weather conditions (thunder and lightning, tornadoes, strong winds, heavy precipitation).	I can tell you how to stay safe during bad weather conditions such as thunder and lightning, tornadoes, strong winds, heavy precipitation.
<b>E.E.S.E.3 Weather Measurement- Scientists use tools for observing, recording, and predicting weather changes.</b>	
<b>E.ES.01.31</b> Identify the tools that might be used to measure temperature, precipitation, cloud cover, and wind.	I can name a thermometer. I can name a rain gauge. I can name different clouds. I can rate wind strength.
<b>E.ES.01.32</b> Observe and collect data of weather conditions over a period of time.	I can watch the weather daily and chart what it is doing.