

# 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

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- 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

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

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

### Access Point for Students with Significant Cognitive Disabilities

#### Independent

- Request information about the environment. SC.1.N.1.IN.A
- Use careful observation to identify objects based on size, shape, color, or texture. SC.1.N.1.IN.B
- Draw pictures about investigations conducted. SC.1.N.1.IN.C
- Ask a question about a science investigation. SC.1.N.1.IN.D

#### Supported

- Ask questions about common objects in the environment. SC.1.N.1.SU.A
- Recognize differences in objects through observation of size, shape, or color SC.1.N.1.SU.B
- Contribute to group recordings of observations. SC.1.N.1.SU.C

#### Participatory

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

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

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

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**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

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**Earth Structures**

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

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

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

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### 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](#)

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](#)
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## 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](#)
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### 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](#)
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## 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](#)

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**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](#)
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**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](#)
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**Organization and Development of Living Organisms**

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

- 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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**Access 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](#)
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**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](#)

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## 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](#)