



Trinity Lutheran School First Grade Science Essential Standards Chart

Essential Standards Chart: At Trinity Lutheran, we expect children to learn?

Grade: 1st Grade	Subject: Science					
Standard Description	Common Core Standards	Proficiency	Prerequisite Skill	Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Written in I Can Statements		What does proficiency look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
I can identify the sun, moon and stars.	1-ESS1-1 1-ESS1-2	Students will be able to identify the sun, moon and stars. Students will be able to make observations at different times of year to relate the amount of daylight to the time of the year.	Students will need to understand day and night and be given visual examples to have a general idea of what the sun, moon, and stars look like.	Project Rubric		I can explain the purpose of the sun, moon, and stars.
I can identify things plants and animals need to survive.	1-LS1-1 1-LSL-2 1-LS3-1	Students will identify one way humans, animals and plants survive.	Students will need to know what a plant and animal is as well as the	Project Rubric		Students will be able to identify more than one way humans, animals, and plants

			basics needs of a plant and animal.			survive.
I can identify the differences between plants and animals.	1-LS1-1 1-LSL-2 1-LS3-1	Students will be able to list one difference and one similarity of plants and animals.	Students will need to understand movement, food, respiration, etc. habits of a plant and then an animal separately before they can then compare and differentiate.	Venn diagrams This could pair well with the last standard, "I can interpret data with up to three categories and ask and answer questions about the total number of data points."		I can build on my understanding of plants and animals and make a more in depth chart of the differences between plants and animals.
I can explain light and sound.	1-PS4-1 1-PS4-2 1-PS4-3 1-PS4-4	Students can create a device that uses light or sound to solve the problem of communicating over a distance.	Students will need to understand that light and sound move in waves and that they are forms of energy.	Project Rubric		I can build on my knowledge and understand electromagnetic vs mechanical waves as well as how light waves are perpendicular and sound waves are parallel.
I can create simple machines	K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	Students can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Students need to be able to ask questions like why is this object this shape as well as understand the purpose of different objects.	Project Rubric		Students can learn that there are different machines: inclined planes, wheel and axle, wedges, levers, pulley, and screws. Students can build different types of machines.
I can name the systems of the human body.	1-LS1-1 1-LSL-2 1-LS3-1	Students can name the systems of the human and body and what they do to help us survive	Students need to know that the human body has systems and what the systems are.	Project Rubric		Students can grow in their knowledge of the human body by learning about the names of the bones

						and muscles.
I can interpret data with up to three categories and ask and answer questions about the total number of data points.	1.G K-2-ETSI-3	Students can look at a graph and interpret the data.	Students need to understand different types of graphs as well as be able to count and/or collect data. Students need to know what rows/columns are.	Graph interpreting assessment.		I can interpret data with up to five categories (and so on) and ask and answer questions about the total number of data points.