

Prince George County Public Schools





First Grade Science Pacing Guide

SOLs should be taught so that each student will have mastered that particular SOL by the end of the nine week period. The skills listed in each nine weeks will be assessed unless designated as Introduced or Not Tested.

First Nine Weeks	Second Nine Weeks
<p><i>The student will....</i></p> <p>1.1... demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ul style="list-style-type: none"> a) the senses are used to observe differences in physical properties; b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy c) objects or events are classified and arranged according to characteristics or properties; d) simple tools are used to enhance observations; e) length, mass, and volume and temperature are measured using standard and nonstandard units; f) inferences are made and conclusions are drawn about familiar objects and events. g) a question is developed from one or more observations h) predictions are based on patterns of observation rather than random guesses; i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and j) simple investigations and experiments are conducted to answer questions <p>Emphasis on Essential Skills – 2, 5, 7, 10, 11</p> <p>1.2...investigate and understand that moving objects exhibit different kinds of motion. Key concepts include</p> <ul style="list-style-type: none"> a) objects may have straight, circular, and back-and-forth motions; b) objects may vibrate and produce sound; and c) pushes or pulls can change the movement of an object; an <p>1.7...will investigate and understand weather and seasonal changes . Key concepts include</p> <ul style="list-style-type: none"> a) changes in temperature, light, and precipitation affect plants and animals, including humans; b) there are relationships between daily and seasonal changes; and c) changes in temperature, light, and precipitation can be observed and recorded over time <p>Emphasis on Essential Skill 1, 2, 4</p> <p>1.1 & 1.7 ► Introduced – NOT Tested</p>	<p><i>The student will...</i></p> <p>1.1 ➡ Extend objective from 1st nine weeks Emphasis on Essential Skills – 2, 5-8</p> <p>1.7 ➡ Extend objective from 1st nine weeks Emphasis on Essential Skills – 1, 2, 5</p> <p>1.1 & 1.7 ► NOT Tested</p> <p>1.6...investigate and understand the basic relationships between the sun and the Earth. Key concepts include</p> <ul style="list-style-type: none"> a) the sun is the source of energy and light that warms the land, air, and water; and b) the sun’s relative position in the morning is east and in the late afternoon is west.

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Third Nine Weeks	Fourth Nine Weeks
<p><i>The student will....</i></p> <p> 1.1 Extend objective from 1st nine weeks Emphasis on Essential Skills – 1 - 8</p> <p> 1.7 Extend objective from 1st nine weeks Emphasis on Essential Skills – 1, 2, 5, 6, 8</p> <p>1.1 & 1.7 ► NOT Tested</p> <p>1.5...investigate and understand that animals, including humans, have basic needs and certain distinguishing characteristics. Key concepts include</p> <ul style="list-style-type: none"> a) basic needs include adequate air, food, water, shelter, and space (habitat); b) animals, including humans, have many different physical characteristics; and c) animals can be classified according to a variety of characteristics. 	<p><i>The student will....</i></p> <p> 1.1 Extend objective from 1st nine weeks</p> <p> 1.7 Extend objective from 1st nine weeks Emphasis on Essential Skills – 1-5, 7</p> <p>1.3...will investigate and understand how different common materials interact with water. Key concepts include</p> <ul style="list-style-type: none"> a) some liquids will separate when mixed with water, but others will not; b) some solids will dissolve in water, but others will not; and c) some substances will dissolve more readily in hot water than in cold water. <p>1.4...investigate and understand that plants have basic life needs and functional parts and can be classified according to certain characteristics. Key concepts include</p> <ul style="list-style-type: none"> a) plants need nutrients, air, water, light, and a place to grow; b) basic parts of plants; and c) plants can be classified based on a variety of characteristics <p>1.8...investigate and understand that natural resources are limited. Key concepts include</p> <ul style="list-style-type: none"> a) identification of natural resources (plants and animals, water, air, land, minerals, forests, and soil); b) factors that affect air and water quality; and c) recycling, reusing, and reducing consumption of natural resources.