



Access Science Grade First (#7720020)

February 2021

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Course Number: 7720020

Course Status: Course Approved

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas >

Abbreviated Title: ACCESS SCI GRADE 1

Course Attributes:

- Class Size Core Required

GENERAL NOTES

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click Here](#).

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

[SC.1.E.5.1:](#) 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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.E.5.Su.1:	Recognize that there are many stars in the sky.			
SC.1.E.5.Pa.1:	Associate stars with the night sky.			
Resources:				

[SC.1.E.5.2:](#) 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. Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.E.5.In.2:	Observe and recognize that an object will fall when it is dropped.			
SC.1.E.5.Su.2:	Indicate the location of an object before and after it falls.			
SC.1.E.5.Pa.2:	Track objects that fall to the ground.			
Resources:				

[SC.1.E.5.3:](#) Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.E.5.In.3:	Identify that magnifiers enlarge the appearance of objects.			
SC.1.E.5.Su.3:	Match a magnified item to its original item.			
SC.1.E.5.Pa.3:	Recognize a familiar object enlarged by magnification.			
Resources:				

[SC.1.E.5.4:](#) Identify the beneficial and harmful properties of the Sun. Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.E.5.In.4:	Recognize positive and harmful effects of sunlight.			
SC.1.E.5.Su.4:	Recognize a positive effect and a negative effect of sunlight.			
SC.1.E.5.Pa.4:	Recognize effects of sunlight, such as warming and giving light.			
Resources: Science Lesson Plan: Sun 101 Click here				

[SC.1.E.6.1:](#) Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.E.6.In.1:	Identify rocks, water, and living things in the environment.			
SC.1.E.6.Su.1:	Recognize rocks and living things in the environment.			
SC.1.E.6.Pa.1:	Recognize living things in the environment.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	Science Lesson Plan: Rock Sorting Click here			

[SC.1.E.6.2:](#) Describe the need for water and how to be safe around water.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.E.6.In.2:	Identify reasons people need water and safe practices around water.			
SC.1.E.6.Su.2:	Identify reasons people need water.			
SC.1.E.6.Pa.2:	Recognize one way people use water.			
Resources:				

[SC.1.E.6.3:](#) Recognize that some things in the world around us happen fast and some happen slowly.

Remarks/Examples:

Fast: volcanic eruptions, flooding, hurricanes. Slow: drought.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.E.6.In.3:	Distinguish between events that happen slowly and those that happen fast.			
SC.1.E.6.Su.3:	Distinguish between actions that are fast or slow.			
SC.1.E.6.Pa.3:	Recognize an action as fast or slow.			
Resources:				

[SC.1.L.14.1:](#) Make observations of living things and their environment using the five senses.

Remarks/Examples:

Integrate HE.1.C.1.6. Emphasize the correct names of human body parts.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.L.14.In.1:	Use sight, hearing, and smell to make observations.			
SC.1.L.14.Su.1:	Use sight and hearing to make observations.			
SC.1.L.14.Pa.1:	Recognize and respond to different types of sensory stimuli.			
Resources:	Science Lesson Plan: I Spy with My Little Eye Click here Science Lesson Plan: Do You Hear What I Hear Click here Science Lesson Plan: Soft & Smooth Click here Science Lesson Plan: Taste Test Click here Science Lesson Plan: What's That Smell Click here			

[SC.1.L.14.2:](#) Identify the major parts of plants, including stem, roots, leaves, and flowers.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.L.14.In.2:	Identify the leaf, flower, and stem of a plant.			
SC.1.L.14.Su.2:	Recognize the leaf and flower of a plant.			
SC.1.L.14.Pa.2:	Recognize that plants have leaves.			
Resources:	Science Lesson Plan: Plantzilla Click here			

[SC.1.L.14.3:](#) Differentiate between living and nonliving things.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.L.14.In.3:	Identify characteristics of living and nonliving things, including whether they need food or water.			
SC.1.L.14.Su.3:	Distinguish common living and nonliving things in the environment.			
SC.1.L.14.Pa.3:	Recognize self and others as living things.			

Resources:

[SC.1.L.16.1:](#) Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.L.16.In.1:	Match offspring of specific animals to adult animals.			
SC.1.L.16.Su.1:	Recognize that baby plants and animals have parents.			
SC.1.L.16.Pa.1:	Recognize one's own parents.			

Resources:

[SC.1.L.17.1:](#) Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.L.17.In.1:	Observe and recognize that plants and animals need water and food.			
SC.1.L.17.Su.1:	Observe and recognize that plants and animals need water.			
SC.1.L.17.Pa.1:	Observe and recognize that people need water.			
Resources:	Science Lesson Plan: Harry the Dirty Dog Click here			

[SC.1.N.1.1:](#) Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

Remarks/Examples:

* Florida Standards Connections: LAFS.1.SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in groups.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.N.1.In.1:	Request information about the environment.			
SC.1.N.1.Su.1:	Ask questions about common objects in the environment.			
SC.1.N.1.Pa.1:	Recognize common objects in the environment.			
Resources:				

[SC.1.N.1.2:](#) 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.

Remarks/Examples:

* Florida Standards Connections: LAFS.1.W.3.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

* Refer to MAFS.K12.MP.5: Use appropriate tools strategically.

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.N.1.In.2:	Use careful observation to identify objects based on size, shape, color, or texture.			
SC.1.N.1.Su.2:	Recognize differences in objects through observation of size, shape, or color			
SC.1.N.1.Pa.2:	Recognize common objects as the same.			
Resources:	Science Lesson Plan: Magnets and Motion Click here Science Lesson Plan: Plantzilla Click here Science Lesson Plan: Sun 101 Click here Science Lesson Plan: I Spy with My Little Eye Click here Science Lesson Plan: Do You Hear What I Hear Click here Science Lesson Plan: Soft & Smooth Click here Science Lesson Plan: Taste Test Click here Science Lesson Plan: Tug of War Click here Science Lesson Plan: What's That Smell Click here			

[SC.1.N.1.3:](#) Keep records as appropriate - such as pictorial and written records - of investigations conducted.

Remarks/Examples:

* Florida Standards Connections: MAFS.1.MD.3.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.N.1.In.3:	Draw pictures about investigations conducted.			
SC.1.N.1.Su.3:	Contribute to group recordings of observations.			
SC.1.N.1.Pa.1:	Recognize common objects in the environment.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
Resources:	Science Lesson Plan: I Like to Move It, Move It Click here Science Lesson Plan: Magnets and Motion Click here			

[SC.1.N.1.4:](#) Ask "how do you know?" in appropriate situations.

Remarks/Examples:

* Florida Standards Connections: LAFS.1.RI.2.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.N.1.In.4:	Ask a question about a science investigation.			
SC.1.N.1.Su.1:	Ask questions about common objects in the environment.			
SC.1.N.1.Pa.1:	Recognize common objects in the environment.			
Resources:	Science Lesson Plan: Rock Sorting Click here			

[SC.1.P.8.1:](#) 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.

Remarks/Examples:

The use of the more familiar term "weight" instead of the term "mass" is recommended for grades K-2.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.P.8.In.1:	Sort objects by observable properties, such as size, shape, color, or texture.			
SC.1.P.8.Su.1:	Sort objects by an observable property, such as size, shape, or color.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.P.8.Pa.1:	Identify common classroom objects by one observable property, such as size or color.			
Resources:	Science Lesson Plan: Magnets and Motion Click here Science Lesson Plan: Rock Sorting Click here			

[SC.1.P.12.1:](#) 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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.P.12.In.1:	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.Su.1:	Demonstrate that objects can move in different ways, such as up and down.			
SC.1.P.12.Pa.1:	Track objects moving up and down.			
Resources:	Science Lesson Plan: I Like to Move It, Move It Click here			

[SC.1.P.13.1:](#) Demonstrate that the way to change the motion of an object is by applying a push or a pull. Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.P.13.In.1:	Identify the effect that a push or pull has on an object, such as changing the way an object moves.			
SC.1.P.13.Su.1:	Demonstrate and recognize that pushing or pulling of an object makes it move.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SC.1.P.13.Pa.1:	Apply a push to move an object.			
Resources:	Science Lesson Plan: I Like to Move It, Move It Click here Science Lesson Plan: Tug of War Click here			

[HE.1.C.1.5:](#) Identify the correct names of human body parts.

Remarks/Examples:

Stomach, intestines, heart, lungs, skin, muscles, and bones.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.1.C.1.In.5:	Identify body parts outside the body by name, such as arms, hands, legs, feet, head, eyes, nose, and mouth.			
HE.1.C.1.Su.5:	Recognize body parts outside of the body, such as mouth, hands, arms, and head.			
HE.1.C.1.Pa.5:	Recognize selected body parts outside the body, such as a hand, mouth, and nose.			