

Grade 1 Science Parent Syllabus

Listed below are learning targets your child will be expected to meet during each nine week term.
Also included is the vocabulary that will be used in the classroom both verbally and in writing.

Term	Unit	Unit Topics	Unit Essential Question	Vocabulary (not a complete list)
1	1	Engineering and Design Process Use an engineering design process to define a problem, design, construct, evaluate, and improve the solution.	What is the engineering design process?	solution, engineer, design process, model, test (try out)
	2	Light and Sound - Create a device that uses light and/or sound to communicate over a distance (e.g., signal lamp) with a flashlight. - Construct explanations using first-hand observations or other media to describe how reflected light makes an object visible. - Use evidence from observations to explain how shadows form and change with the position of the light source. - Conduct an investigation to provide evidence that vibrations create sound (e.g., pluck a guitar string) and that sound can create vibrations (e.g., feeling sound through a speaker).	How does light interact with different materials? How is sound made?	light, reflect, sound, vibrate
2	3	Plant Parts Students will demonstrate an understanding of the basic needs and structures of plants.	How are plants alike and different?	mimic, parent, adult, like, different, similar
3	4	Animal Parts Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.	What patterns of living things can we see in the natural world?	needs, mimic, design, behavior, parent, young, markings, pattern, survive
4	5	Objects and Patterns in the Sky Students will demonstrate an understanding of the patterns of weather.	How can we use evidence to describe patterns of the sun, moon, and stars?	season, sun, moon, star, seems, trace, summer, spring, winter, fall

	6	Life Cycles - Students will demonstrate an understanding of how living things change in form as they go through life cycles. Clean Water and Renewable Resources - Students will demonstrate an understanding of human dependence on clean and renewable water resources. Weather - Analyze and interpret data from observations and measurements to describe local weather conditions (including temperature, wind, and forms of precipitation). Land and Water - Students will demonstrate an understanding of models (drawings or maps) to describe how water and land are distributed on Earth.	How do humans help take care of the resources on Earth?	life cycle, larva, pupa, chrysalis, egg, butterfly, weather, temperature, wind, snow, rain, tornado, hurricane, flood, drought, meteorologist, precipitation
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