Gwinnett County Public Schools Science Grade 1 – Instructional Calendar 2022-2023			
1st Nine Weeks		2nd Nine Weeks	
Characteristics & Needs of Plants & Animals **5.5 weeks**	**Relationship between Parents and Offspring** **3.5 Weeks**	**Light** **4.5 weeks**	**Sound** **4.5 weeks**
1. obtain, evaluate, and communicate information about the characteristics of plants and animals (GSE S1L1) 1a. ask questions to compare and contrast the basic needs of plants (i.e., air, water, light, and nutrients) and animals (i.e., air, water, food, and shelter) (GSE S1L1b) 1b. develop a model to identify the parts of a plant (i.e., root, stem leaf, and flower (GSE S1L1a) 1c. collaboratively use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs	2. obtain, evaluate, and communicate information about the similarities and differences between parents and offspring 2a. read texts and use media to construct an explanation of the behavior of parents and offspring that help offspring survive 2b. make observations to construct an evidence-based argument to compare and contrast plant and animal offspring to their parents	3. obtain, evaluate, and communicate information to investigate light and sound (GSE S1P1) 3a. use observations to construct an explanation of how light is required to make objects visible (GSE S1P1a) 3b. ask questions to identify and compare sources of light (GSE S1P1b) 3c. plan and carry out an investigation of shadows by placing objects at various points from a source of light (GSE S1P1c)	3. obtain, evaluate, and communicate information to investigate light and sound (GSE S1P1) 3d. plan and carry out an investigation to observe that vibrating materials can make sound and that sound can make materials vibrate 3e. construct an explanation from evidence that vibrating materials can produce sound and that sound waves can cause materials to vibrate (GSE S1P1d) 3f. collaboratively use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance and analyze data to compare the strengths and weaknesses of multiple design solutions

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3rd Nine Weeks	4th Nine Weeks
Magnets **9 weeks**	**Weather** **4.5 weeks**
4. obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects (GSE S1P2) **4a. construct an explanation of how magnets are used in everyday life (GSE S1P2a) (Clarification statement: Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags.)** **4b. plan and carry out investigations to demonstrate how magnets attract and repel other magnets (GSE S1P2b)** **4c. plan and carry out investigations to demonstrate the effect of magnets on common objects (GSE S1P2b)** **4d. ask questions, make observations, and gather information about a problem that can be solved through the design of a new object or tool using magnets**	**5. obtain, evaluate, and communicate weather data to identify weather patterns (GSE S1E1)** **5a. collect, analyze, and interpret data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type (GSE S1E1a)** **5b. ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (i.e., ice) or liquid (i.e., water) (GSE S1E1b)** **5c. plan and carry out investigations on current weather conditions by observing and measuring with simple weather instruments (i.e., thermometer, wind vane, rain gauge) (GSE S1E1c)** **5d. plan and carry out investigations on current weather conditions by recording weather data (e.g., temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar seasonally, and graphically (GSE S1E1c) 5e. analyze data to identify seasonal patterns of change (GSE S1E1d) (Clarification Statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)**