

Stephens County Schools – Grade 1 Social Studies/Science  
2020-2021

FIRST 9 WEEKS

**Science:**

**S1E1.** Obtain, evaluate, and communicate weather data to identify weather patterns.

- a.** Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type.
- b.** Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).
- c.** Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.
- d.** Analyze data to identify seasonal patterns of change.

(Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)

**Social Studies:**

**SS1H1** Read about and describe the life of historical figures in American history.

- a.** Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).
- b.** Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).

**SS1G1** Describe how each historic figure in SS1H1a was influenced by his or her time and place.

- a.** American colonies (Benjamin Franklin and Thomas Jefferson)
- b.** American frontier (Lewis & Clark and Sacagawea)
- c.** National Parks (Theodore Roosevelt)
- d.** Southern U.S. (George Washington Carver and Ruby Bridges)

SECOND 9 WEEKS

**Science:**

**S1P2.** Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects.

- a.** Construct an explanation of how magnets are used in everyday life.

(Clarification statement: Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags.)

- b.** Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.

**Social Studies:**

**SS1G2** Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.

**SS1G3** Locate major topographical features of the earth's surface.

**a.** Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.

**b.** Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.

**c.** Identify and describe landforms (mountains, deserts, valleys, and coasts).

**THIRD 9 WEEKS**

**Science:**

**S1P1.** Obtain, evaluate, and communicate information to investigate light and sound.

**a.** Use observations to construct an explanation of how light is required to make objects visible.

**b.** Ask questions to identify and compare sources of light.

**c.** Plan and carry out an investigation of shadows by placing objects at various points from a source of light.

**d.** Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate. **e.** Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.

**Social Studies:**

**SS1CG1** Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

**SS1CG2** Explore the concept of patriotism through the words in the songs America (My Country 'Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.).

**FOURTH 9 WEEKS**

**Social Studies:**

**SS1E1** Identify goods that people make and services that people provide for each other.

**SS1E2** Explain that scarcity is when unlimited wants are greater than limited resources.

**SS1E3** Describe how people are both producers and consumers.

**SS1E4** Explain that people earn income by working and that they must make choices about how much to save and spend.

**Science:**

**S1L1.** Obtain, evaluate, and communicate information about the basic needs of plants and animals.

**a.** Develop models to identify the parts of a plant—root, stem, leaf, and flower.

**b.** Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).

**c.** Design a solution to ensure that a plant or animal has all of its needs met.