This checklist is a suggested guideline.

1ST GRADE SCIENCE CHECKLIST

Goals 11 – 13
Illinois Learning Standards A – F
Performance Descriptors

SCIENTIFIC INQUIRY

_____ Students will describe an observed science concept using **any** of the following:
- _____appropriate senses
- _____estimates
- _____measurements
- _____describe changes (starting and ending conditions or graphs)

_____ Begin guided inquiry using **any** of the following:
- _____ask questions using prior knowledge and observations
- _____generate new questions
- _____generate strategies to investigate questions

_____ Collect data for guided inquiry by using **any** of the following:
- _____making estimate
- _____measurements
- _____recording observations
- _____reading data from data-collection instruments

_____ Record and store data using **any** of the following:
- _____assemble pictures to illustrate data
- _____organize date on charts, pictographs, tables, journals or computers

_____ Analyze and display results using any of the following:
- _____identify and describe patterns
- _____note similarities and differences in patterns
- _____predict trends

_____ Communicate individual and group results using **any** of the following:
- _____identify similar data from others
- _____generalize data
- _____draw simple conclusions

_____ Propose ideas for solutions to technological questions by asking questions

_____ Communicate results of design tests by
- _____comparing data from student trials to evaluate design
- _____ reporting followed procedures
- _____ propose modifications for design solution

LIVING THINGS

_____ Compare living and non-living things
_____ Describe the basic needs and characteristics of living things
_____ Sort common structures and functions for animal & plant groupings
_____ Classify common animals by size, color, family units and shape
_____ Be able to groups plants and animals to seasonal, age changes and parent characteristics
_____ Identify the common characteristics of habitats
_____ Match groupings of animals (lion's pride, gaggle of geese)
_____ Predict what would happen to organisms when environmental resources are changed. (seasonally or climatically)

MATTER AND ENERGY

_____ Explore sources and types of energy
_____ Experiment with sounds by vibrating different materials
_____ Explore ways heat, light and sound are produced naturally and artificially.
_____ Compare solids, liquids and gases and how they change states.
_____ Sort objects by similar large-scale physical properties.

FORCE AND MOTION

_____ Describe how push or pull may affect the motion of objects.
_____ Classify materials by their magnetic attraction or repulsion.
_____ Sort examples of simple machines.
_____ Change the position and motion of objects.

EARTH AND ITS RESOURCES

_____ Sort pictures of different land features
_____ Identify the basic features of globes or maps
_____ Classify major sources or uses of water
_____ sketch atmospheric features seen in the sky over time
_____ Collect daily weather data
_____ Predict local weather conditions based on collected data
_____ Create a pictograph or other graphic display of local weather patterns
_____ Sort different examples of simple natural resources
_____ Identify the origin of these examples with their recyclable possibilities
_____ Explore the sizes of the planets using models
_____ Record daily and or nightly moon sightings
_____ Record observations of the daily path of the sun over time or compare shadows over the day
_____ Observe the daily and seasonal differences of the day and night sky

SCIENTISTS, SAFETY, AND DATA

_____ Explain when and why electricity can be harmful or helpful
_____ Role-play what should be done in case of fire
_____ Record scientific data accurately and honestly
_____ Compare observations by different students observing the same thing
_____ Report data from repeated observations across timed intervals
_____ Use instruments for measuring length and temperature
_____ Identify individuals and their discoveries or inventions
_____ Identify familiar jobs and careers from Science field
_____ Identify types and causes of pollution
_____ List materials that can be recycled
_____ Suggest ideas for reducing, reusing or recycling renewable resources