

Meeting the California Science Standards with the Life Lab Science Program Curriculum

CALIFORNIA SCIENCE STANDARDS -- GRADE ONE
Grd. No. Sct. California Science Standard Description

LIFE LAB SCIENCE PROGRAM
Grd. Units/Modules

1	1	Materials come in different forms (states) including solids, liquids, and gases.		
1	1	a. Solids, liquids, and gases have different properties.	2	Change Around Us/Investigating Water
1	1	b. The properties of substances can change when the substances are mixed, cooled, or heated.	K 2 2	Great Explorations/Exploring Soil Change Around Us/Investigating Water Change Around Us/Investigating Air

1	2	Plants and animals meet their needs in different ways.		
1	2	a. Different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.	K K 1 1 1 1 1 3 3 3 3 3	Great Explorations/Exploring Soil Great Explorations/Exploring Garden Animals Earth is Home/Exploring Soil Earth is Home/Exploring Plant Life Earth is Home/Exploring Animal Life Earth is Home/Investigating Garden Homes How Things Work/Soil How Things Work/Tools How Things Work/Plants How Things Work/Garden Animals How Things Work/Habitats
1	2	b. Plants and animals both need water; animals need food, and plants need light.	1 1 1 1 2 2 2 2 3	Earth is Home/Investigating Seeds Earth is Home/Exploring Soil Earth is Home/Exploring Plant Life Earth is Home/Exploring Animal Life Change Around Us/Investigating Plants Change Around Us/Investigating Food Chains Change Around Us/Investigating Resources Change Around Us/Conserving Resources How Things Work/Plants
1	2	c. Animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.	1 2	Earth is Home/Exploring Animal Life Change Around Us/Investigating Food Chains
1	2	d. How to infer what animals eat from the shapes of their teeth e.g., sharp teeth: eats meat; flat teeth: eats plants).	3	How Things Work/Garden Animals
1	2	e. Roots are associated with the intake of water and soil nutrients, green leaves with making food from sunlight.	3	How Things Work/Plants

1	3	Weather can be observed, measured and described. As a basis for understanding this concept, students know:		
1	3	Weather can be observed, measured and described.	1 2 3	Earth is Home/Investigating Weather Change Around Us/Investigating Air How Things Work/Weather and Climate
1	3	b. The weather changes from day to day, but trends in temperature or of rain (or snow) tend to be predictable during a season.	1 3	Earth is Home/Investigating Weather How Things Work/Weather and Climate
1	3	c. The sun warms the land, air, and water.	N/A	

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1	4	Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in the other three strands, students should develop their own questions and perform investigations. Students will:		
1	4	a. Draw pictures that portray some features of the thing being described.	1 1 3	Earth is Home/Sensing Our World Earth is Home/Exploring Animal Life How Things Work/Plants
1	4	b. Record observations and data with pictures, numbers, and/or written statements.	1 1 1 1 1 1 1 1 2	Earth is Home/Sensing Our World Earth is Home/Investigating Seeds Earth is Home/Exploring Soil Earth is Home/Observing Earth's Cycles Earth is Home/Investigating Weather Earth is Home/Exploring Plant Life Earth is Home/Exploring Animal Life Change Around Us/Investigating Air
1	4	c. Record observations on a bar graph.	K K 1 1 1	Great Explorations/Exploring Our Senses Great Expectations/Exploring Garden Animals Earth is Home/Investigating Seeds Earth is Home/Investigating Weather Earth is Home/Exploring Animal Life
1	4	d. Describe the relative position of objects using two references (e.g., above and next to, below and left of)	1	Earth is Home/Investigating Garden Homes
1	4	e. Make new observations when discrepancies exist between two descriptions of the same object or phenomena.	1	Earth is Home/Sensing Our World