

Northpoint Horizons

CAVS (Content Academic Vocabulary System) Science K-2 Correlated to the California State Science Content Standards

Grade 1

This document provides a correlation to the extensive science directives offered throughout the CAVS K-2 program that meet the California Science Content Standards. The n/a signifies the standards that are not directly met for this grade level.

| Science Content Standard | CAVS Science Grade K-2 Teacher's Guide Lessons |
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| Physical Sciences | |
| 1.0 Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: | |
| a. Students know solids | Lesson 9 – p. 49 <i>What is the water cycle?</i> Lesson 15 – p. 85 <i>What forms does matter take?</i> |
| b. Students know the properties of substances can change when the substances are mixed | Lesson 14 – p. 79 <i>What is matter?</i> Lesson 15 – p. 85 <i>What forms does matter take?</i> |
| Life Sciences | |
| 2.0 Plants and animals meet their needs in different ways. As a basis for understanding this concept: | |
| a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. | Lesson 1 – p. 1 <i>What are living things?</i> Lesson 7 – p. 37 <i>Where do plants and animals live?</i> Lesson 8 – p. 43 <i>How do living things get food?</i> |
| b. Students know both plants and animals need water, animals need food, and plants need light. | Lesson 1 – p. 1 <i>What are living things?</i> Lesson 2 – p. 7 <i>What are the parts of a plant?</i> Lesson 3 – p. 13 <i>Which animals have a backbone?</i> Lesson 4 – p. 19 |

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| | <i>How do frogs grow and change?</i> Lesson 5 – p. 25 <i>How do butterflies grow and change?</i> Lesson 6 – p. 31 <i>How do mammals grow and change?</i> Lesson 7 – p. 37 <i>Where do plants and animals live?</i> Lesson 8 – p. 43 <i>How do living things get food?</i> |
| c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. | Lesson 7 – p. 37 <i>Where do plants and animals live?</i> Lesson 8 – p. 43 <i>How do living things get food?</i> |
| d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). | Lesson 7 – p. 37 <i>Where do plants and animals live?</i> Lesson 8 – p. 43 <i>How do living things get food?</i> |
| e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. | Lesson 1 – p. 1 <i>What are living things?</i> Lesson 2 – p. 7 <i>What are the parts of a plant?</i> Lesson 7 – p. 37 <i>Where do plants and animals live?</i> Lesson 8 – p. 43 <i>How do living things get food?</i> |
| Earth Sciences | |
| 3.0 Weather can be observed, measured, and described. As a basis for understanding this concept: | |
| a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. | Lesson 10 – p. 55 <i>What are some kinds of weather?</i> Lesson 12 – p. 67 <i>What are seasons?</i> Lesson 19 – p. 109 <i>What makes heat?</i> |
| b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. | Lesson 12 – p. 67 <i>What are seasons?</i> |
| c. Students know the sun warms the land, air, and water. | Lesson 9 – p. 49 |

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| | <p><i>What is the water cycle?</i> Lesson 10 – p. 55</p> <p><i>What are some kinds of weather?</i> Lesson 11 – p. 61</p> <p><i>How does Earth's land change?</i> Lesson 12 – p. 67</p> <p><i>What are seasons?</i></p> |
| Investigation and Experimentation | |
| <p>4.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> | |
| <p>a. Draw pictures that portray some features of the thing being described.</p> | <p>In each lesson the Concept Web, and other activities, ask students to draw pictures that describe objects and events identified during the lesson.</p> |
| <p>b. Record observations and data with pictures, numbers, or written statements.</p> | <p>Students use their Science Journals to record observations and the Record Sheets in each lesson ask for data and graphic representations.</p> |
| <p>c. Record observations on a bar graph.</p> | <p>Lesson 19 – p. 109 <i>What makes heat?</i> Lesson 20 – p. 115 <i>What makes sound?</i> In these lessons there are opportunities to introduce the use of a bar graph to show differences in heat and sound.</p> |
| <p>d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</p> | <p>Lesson 16 – p. 91 <i>How do things move?</i> Lesson 17 – p. 97 <i>How do magnets move things?</i> Lesson 18 – p. 103 <i>What makes light?</i> Lesson 20 – p. 115 <i>What makes sound?</i> Position words are used in appropriate lessons to familiarize students with the vocabulary used in identifying and describing relative position of objects and sounds.</p> |

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| <p>e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p> | <p>In each lesson, (under Discuss the Activity), students are asked to work in group and paired activities to experiment and explore with new information. Observations are then discussed and verified with teacher directed observation to clarify and identify discrepancies.</p> |