

Meeting the California Science Standards with the Growing Classroom Curriculum					
CALIFORNIA SCIENCE STANDARDS - First Grade			THE GROWING CLASSROOM		
CSS Grd	No.	Sct.	CSS Description	TGC UNIT	Lesson Name (Page)
1	1		Materials come in different forms (states) including solids, liquids, and gases.		
1	1	a.	Solids, liquids, and gases have different properties.		
1	1	b.	The properties of substances can change when the substances are mixed, cooled, or heated.		
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.		
				Growing	ZIP Code Seeds (122)
				Garden Ecology	Magic Spots (238)
				Garden Creatures	Earth, Planet of the Insects (257)
				Garden Creatures	Who Lives Here? (264)
				Garden Creatures	Ladybug, Ladybug, Fly Away Home (269)
				Garden Creatures	Slimy Characters on Trial (271)
1	2	b.	Plants and animals both need water; animals need food, and plants need light.		
				Growing	Bioburgers (116)
				Growing	Seed Power (125)
				Growing	Plants Need Light Too (145)
				Living Laboratory	It's As Simple As One, Two, Three...Four (161)
				Living Laboratory	So What? Sow Seeds! (162)
				Garden Ecology	I Need My Space (247)
				Interdependence	Lunch Bag Ecology, Part One (222)
				Garden Creatures	Who Lives Here? (264)
				Garden Creatures	Buggy Diner (267)
				Garden Creatures	Ladybug, Ladybug, Fly Away Home (269)

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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	d.	How to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).		
1	2	e.	Roots are associated with the intake of water and soil nutrients, green leaves with making food from sunlight.	The Living Earth	What Good Is Compost? (98)
				The Living Earth	The Matchmaker (100)
1	3		Weather can be observed, measured and described. As a basis for understanding this concept, students know:		
1	3	a.	How to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and over the seasons.	The Living Earth	A Warm Place to Grow (103)
				Climate	Degrees Count (285)
				Climate	Temperature Hunt(287)
				Climate	The Station Creation (289)
				Climate	Keeping Track (291)
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	c.	The sun warms the land, air, and water.	Climate	Catch the Sun (303)
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	4	b.	Record observations and data with pictures, numbers, and/or written statements.	We Are All Scientists	Little Munchkins (71)
				Let's Work Together	Burma Shave Hike (73)
				The Living Earth	A Warm Place to Grow (103)
				Growing	Bioburgers (116)

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	4	b.	Record observations and data with pictures, numbers, and/or written statements (continued).	Garden Creatures	Earth, Planet of the Insects (257)
				Garden Creatures	Who Lives Here? (264)
				Garden Creatures	Buggy Diner (267)
				Garden Creatures	Ladybug, Ladybug, Fly Away Home (269)
				Garden Creatures	Slimy Characters on Trial (271)
				Climate	Keeping Track (291)
	4	c.	Record observations on a bar graph.	Let's Work Together	Only the Nose Knows (62)
				The Living Earth	A Warm Place to Grow (103)
	4	d.	Describe the relative position of objects using two references (e.g., above and next to, below and left of).	We Are All Scientists	On Location (75)
	4	e.	Make new observations when discrepancies exist between two descriptions of the same object or phenomena.		