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| --- | --- | --- | --- | --- | --- |
| **Strand 1: Inquiry Process****Concept 1: Observations, Questions, and Hypotheses** | **S1C1PO 2**. Ask questions based on experiences with objects, organisms, and events in the environment. **M** | I can ask questions based on experiences with objects, organisms and events.  | Application | <http://www.ehow.com/list_6618789_inquiry_based-science-activities.html>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 12 & 334-335.[www.macmilanmh.com](http://www.macmilanmh.com) | predictions |
| Strand 1: Inquiry ProcessConcept 1: Observations, Questions, and Hypotheses | **S1C1PO 3.** Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., animal life cycles, physical properties, Earth materials). **M** | I can predict the outcome of specific investigations.  | Evaluation | <http://www.suite101.com/content/problem-solving-and-science-process-skills-a65807>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 12, & p. 8 - 9.[www.macmilanmh.com](http://www.macmilanmh.com) | Predictioninvestigations |
| Strand 1: Inquiry Process**Concept 2: Scientific Testing (Investigating and Modeling)**  | **S1C2PO 1**. Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry. **M** | I can demonstrate safety procedures when using various scientific equipment.  | Application | <http://www.ehow.com/list_7435047_safety-procedures-science.html><http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSC_LP_S05_BB_L01_I03_01.pdf>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 16.[www.macmilanmh.com](http://www.macmilanmh.com) | proceduresmaterials |
| Strand 1: Inquiry ProcessConcept 2: Scientific Testing (Investigating and Modeling)  | **S1C2PO 2** Participate in guided investigations in life, physical, and Earth and space sciences. **M** | I can participate in scientific investigations.  | Comprehension | <http://www.ehow.com/list_7435047_safety-procedures-science.html><http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSC_LP_S05_BB_L01_I03_01.pdf>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 16. | investigations |
| Strand 1: Inquiry ProcessConcept 2: Scientific Testing (Investigating and Modeling)  | **S1C2PO 3.** Use simple tools such as ruler, thermomters, magnifiers, and balances to collect data (U.S. customary units). **M**   | I can collect data by using various U. S. customary unit tools.  | Application | <http://www.teachervision.fen.com/laboratory-equipment/printable/29290.html><http://www.studyzone.org/testprep/math4/d/measure4l.cfm> | datacustomary measurements |
| Strand 1: Inquiry ProcessConcept 2: Scientific Testing (Investigating and Modeling)  | **S1C2PO 4.** Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper). **M**  | I can record data in an organized format in lab book, log, notebook, and/or chart paper.  | Application | <http://www.ehow.com/info_7842775_first-grade-math-graphing-lessons.html>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 13 – 15 & p. 4 – 7.[www.macmilanmh.com](http://www.macmilanmh.com) | record data |
| Strand 1: Inquiry Process**Concept 3: Analysis and Conclusions**  |  **S1C3PO 1.** Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. **M**  | I can organize objects and events.  | Application | <http://www.glencoe.com/sec/science/sc_interactions/si1/skill_handbook/oinfo.shtml><http://www.ehow.com/list_6142815_science-matter-activities-first-grade.html> | compare, classify, order, sequence organisms characteristics |
| Strand 1: Inquiry ProcessConcept 3: Analysis and Conclusions  | **S1C3PO 2**. Compare the results of the investigation to predictions made prior to the investigation. **M** | I can compare resuts to prior predictions.  | Comprehension | <http://www.ehow.com/info_7929813_simple-science-projects-first-grade.html>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 13 - 15.[www.macmilanmh.com](http://www.macmilanmh.com) | comparepredictions |
| Strand 1: Inquiry Process**Concept 4: Communication** | **S1C4PO 1**. Communicate the results of an investigation using pictures, graphs, models, and/or words. **M** | I can explain my results using pictures, graphs, models, and/or words.  | Synthesis | <http://www.ehow.com/info_7842775_first-grade-math-graphing-lessons.html>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 13 - 15.[www.macmilanmh.com](http://www.macmilanmh.com) |  |
| Strand 1: Inquiry ProcessConcept 4: Communication | **S1C4PO 2**. Communicate with other groups to describe the results of an investigation. **M**  | I can explain the results of an investigation to a group.  | Synthesis | <http://www.ehow.com/info_7842775_first-grade-math-graphing-lessons.html>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 13 - 15. [www.macmilanmh.com](http://www.macmilanmh.com) |  |
| **Strand 2: History and Nature of Science****Concept 1: History of Science as a Human Endeavor** | **S6C1PO** **1** Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life. **M** | I can give examples of how different professions use science in daily life.  | Application | <http://www.physics.unl.edu/~fulcrum/history/2004/Goodrich/GK12_AY04_RoleModel_Goodrich_Swartzlander_v2.pdf>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 80 and p. 17 - 19. [www.macmilanmh.com](http://www.macmilanmh.com) | science contributionscareers |
| Strand 2: History and Nature of ScienceConcept 1: History of Science as a Human Endeavor | **S6C1PO** **2**. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Sally Ride [scientist], supports Stand 6; Neil Armstrong [astronaut, engineer], supports Stand 6). **M** | I can name people who have made important contributions to scientific innovations in past and present life.  | Knowledge | http://www.sciencenetlinks.org/lessons.php?BenchmarkID=10&DocID=236 |  Scientific innovationscontributions |
| **Strand 3: Science in Personal and Social Perspectives****Concept 2: Science and Technology in Society** | **S3C2PO 1**. Identify various technologies (e.g., automobiles, radios, refrigerators) that people use. **I M** | I can identify many kinds of technologies that people use.  | Knowledge | http://www.discoveryeducation.com/teachers/free-lesson-plans/technology-at-work.cfm | technologies |
| Strand 3: Science in Personal and Social PerspectivesConcept 2: Science and Technology in Society | **S3C2PO 2**. Describe how suitable tools (e.g., magnifiers, thermometers) help make better observations and measurements.**I M** | I can explain that tool devices help make better observations and measurements.  | Comprehension | http://www.msnucleus.org/membership/html/k-6/as/pdf/as1t.pdf | mechanical |
| **Strand 4: Life Science****Concept 1: Characteristics of Organisms** | **S4C1PO 1**. Identify the following characteristics of living things: * growth and development
* reproduction
* response to stimulus

**M** | I can find out the characteristics of living things in growth and development, reproduction, and its reaction to the environment.  | Knowledge | <http://www.tooter4kids.com/Frogs/life_cycle_of_frogs.htm>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 114.[www.macmilanmh.com](http://www.macmilanmh.com)http://www.teachers.ash.org.au/jmresources/butlifecycle/index.html | stimulus |
| Strand 4: Life ScienceConcept 1: Characteristics of Organisms | **S4C1PO 2**. Compare the following observable features of living things: * movement- legs, wings
* protection – skin, feathers, tree bark
* respiration - lungs, gills
* support – plant stems, tree trunks

**M** | I can compare ways living things move. I can compare ways living things breathe. I can compare ways living things have support.  | Comprehension | <http://www.uen.org/Lessonplan/preview.cgi?LPid=621><http://www.sciencenetlinks.com/lessons.php?DocID=87>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 28 - 35.[www.macmilanmh.com](http://www.macmilanmh.com) | movementprotectionrespirationsupport |
| Strand 4: Life ScienceConcept 1: Characteristics of Organisms | **S4C1PO 3**. Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals. **M** | I can recognize the similiarities and differences in plants. I can recognize the similiarities and differences in animals.  | Comprehension | <http://www.nden.k12.wi.us/k8/firfor.htm><http://www.sasked.gov.sk.ca/docs/elemsci/gr1uaesc.html><http://www.learninghaven.com/science/articles/classification_chart.htm>SCIENCE A CLOSER LOOK, Macmillan/McGraw-Hill Grade 1, p. 104 – 106 & 110.[www.macmilanmh.com](http://www.macmilanmh.com) | IdentifyComparecontrast |
| Strand 6: Earth and Space ScienceConcept: 1: Properties of Earth Materials  | **S6C1PO 5**. Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives). **M**  | I can identify different ways to recycle/reuse resources.  | Comprehension | <https://c1.livetext.com/doc/5257681> |  |