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| **Strand 1: Inquiry Process**  **Concept 1: Observations, Questions, and Hypotheses** | **PO 1.** Observe common objects using multiple senses.  **I** | I can study objects by using my senses. | Knowledge | [www.teachervision.fen.com](http://www.teachervision.fen.com)  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.timeforkids.com](http://www.timeforkids.com) | senses |
| Strand 1: Inquiry Process  **Concept 2: Scientific Testing (Investigating and Modeling)** | **PO 1.** Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.  **I** | I can follow science rules to use material safely. | Knowledge | TR9 Macmillan /McGraw Hill – Science: A Closer Look | demonstrate  instruments  organisms |
|  | **PO 2.** Participate in guided investigations in life, physical, and Earth and space sciences.  **I** | I can take part in studying about science. (life, physical, earth and space) | Knowledge | Macmillan /McGraw Hill – Science: A Closer Look – Life, Earth, Physical Science | investigate |
| Strand 1: Inquiry Process  **Concept 4: Communication** | **PO 1.** Communicate observations with pictographs, pictures, models, and/or words.  **I** | I can draw a picture of what I observed.  I can make a model of what I observed.  I can write a description about what I observed. | Knowledge | Science Puzzle, Sorting Cards, Macmillan /McGraw Hill Science: A Closer Look | observe  communicate  pictograph  pictures  models |
|  | **PO 2.** Communicate with other groups to describe the results of an investigation.  (See LS-R3 and LS-R5)  **I** | I can tell you about the outcome of my exploration. | Knowledge | [www.teachervision.fen.com](http://www.teachervision.fen.com)  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.timeforkids.com](http://www.timeforkids.com) | exploration  results |
| **Strand 2: History and Nature of Science**  **Concept 1: History of Science as a Human Endeavor** | **PO 1.** Give examples of how diverse people (e.g.*,* children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.  **I** | I can tell you how different people use science daily. | Knowledge | Unit B - Macmillan /McGraw Hill Science: A Closer Look  [www.timeforkids.com](http://www.timeforkids.com) | diverse |
|  | **PO 2**. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jane Goodall [scientist], supports Strand 4; Louis Braille [inventor], supports Strand 4).  **I** | I can name some people and their contributions to science. | Knowledge | [www.timeforkids.com](http://www.timeforkids.com) | contributions  scientist  inventor |
| **Strand 3: Science in Personal and Social Perspectives**  **Concept 2: Science and Technology in Society** | **PO 1**. Describe how simple tools (e.g., scissors, paper clips, hammers) can make tasks easier.  **I** | I can tell you how to use scissors, paper clips, hammers. | Knowledge | Unit F Macmillan /McGraw Hill – Science: A Closer Look | describe  tools |