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| --- | --- | --- | --- | --- | --- | --- |
| **Strand 1: Inquiry Process**  **Concept 1: Observations, Questions, and Hypotheses** | **PO 1.** Observe common objects using multiple senses.  **MASTERED** | 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 | |
|  | **PO 2**. Ask questions based on experiences with objects, organisms, and events in the environment.  **MASTERED** | I can ask scientific questions. | Knowledge | [www.macmillanmh.com](http://www.macmillanmh.com) | scientific | |
|  | **PO 3**. Predict results of an investigation based on life, physical, and Earth and space sciences (e.g.*,* the five senses, changes in weather).  **MASTERED** | I can make a guess about 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  investigate  investigation | |
| 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.  **MASTERED** | 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.  **MASTERED** | 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 | |
|  | **PO 3**. Perform simple measurements using non-standard units of measure to collect data.  **MASTERED** | I can collect data by using simple measurements. | Knowledge | Scott Foresman Math Chapter | measurements  collect  data | |
| Strand 1: Inquiry Process  **Concept 3: Analysis and Conclusions** | **PO 1**. Organize (e.g.*,* compare, classify, and sequence) objects, organisms, and event according to various characteristics.  (See M00-S4C4-01 and M00-S4C403)  **MASTERED** | I can sort like/ different objects, organisms and events. | Knowledge | Photo Sorting Cards - Macmillan /McGraw Hill Science: A Closer Look | like  different | |
|  | **PO 2.** Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier).  **MASTERED** | I can compare objects by measuring. | Knowledge | Scott Foresman Math  [www.internet4classrooms.com](http://www.internet4classrooms.com) | measuring  longer  shorter  lighter  heavier | |
| Strand 1: Inquiry Process  **Concept 4: Communication** | **PO 1.** Communicate observations with pictographs, pictures, models, and/or words.  **MASTERED** | 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.  **MASTERED** | 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.  **C** | 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).  **MASTERED** | 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.  **MASTERED** | I can tell you how to use scissors, paper clips, hammers. | Knowledge | Unit F Macmillan /McGraw Hill – Science: A Closer Look | describe  tools | |
| **Strand 6: Earth and Space Science**  **Concept 1: Properties of Earth Materials** | **PO 1.** Identify rocks, soil, and water as basic Earth elements.  **I, M** | I can name a basic earth element. ( rock, soil, water) | Knowledge | Unit C - Macmillan /McGraw Hill Science: A Closer Look  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.msnucleus.com](http://www.msnucleus.com) | | Element  Earth  Rocks  Soil  Water |
|  | **PO 2.** Compare physical properties (e.g.*,* color, texture, capacity to retain water) of basic Earth materials.  **I** | I can compare earth material by their physical characteristics. | Analysis | Unit C - Macmillan /McGraw Hill Science: A Closer Look  [www.whow.com](http://www.whow.com) | | Characteristics  compare |
|  | **PO 3.** Classify a variety of objects as being natural or man-made.  I | I can categorize natural and man-made material. | Comprehension | [www.teachervision.fen.com](http://www.teachervision.fen.com)  [www.macmillanmh.com](http://www.macmillanmh.com)  [www.timeforkids.com](http://www.timeforkids.com)  Unit C - Macmillan /McGraw Hill Science: A Closer Look | | Natural  Man-made  Categorize |
|  | **PO 4.** Identify ways some natural or man-made materials can be reused or recycled (e.g., efficient use of paper, recycle aluminum cans).  **I** | I can name some ways some things can be reused. | Knowledge | Unit C - Macmillan /McGraw Hill Science: A Closer Look  [www.timeforkids.com](http://www.timeforkids.com) | | Reused  Recycle  Natural  Man-made |
| Strand 6: Earth and Space Science  **Concept 3: Changes in the Earth and Sky** | **PO 1.** Identify the following aspects of weather:   * temperature * wind * precipitation * storms   **I** | I can name different parts of weather. | Knowledge | Unit D, Literature Big Book, Photo Sorting Cards, Leveled Readers - Macmillan /McGraw Hill Science: A Closer Look  [www.macmillanmh.com](http://www.macmillanmh.com) | | Weather  Temperature  Wind  Precipitation  storms |
|  | **PO 2.** Describe observable changes in the weather.  **I, M** | I can tell you how the weather changes. | Knowledge | Unit D, Literature Big Book, Activity Book, Leveled Readers, Photo Sorting Cards -Macmillan /McGraw Hill – Science: A Closer Look  [www.timeforkids.com](http://www.timeforkids.com) | Weather  observe | |
|  | **PO 3.** Give examples of how the weather affects people’s daily activities.  **I, M** | I can tell you how the weather changes what we do. | Comprehension | Unit D, Literature Big Book, Activity Book, Science Song CD, Leveled Readers, Photo Sorting Cards -Macmillan /McGraw Hill – Science: A Closer Look  [www.timeforkids.com](http://www.timeforkids.com) | Weather | |