

COMPONENT	OBJECTIVES	COMPETENCY
<p>1 The Nature of Science as Inquiry</p>	<ol style="list-style-type: none"> <li>1. Use the five senses to gather information for science activities. (SC.H.1.1.5)</li> <li>2. Identify and describe an object using observable properties, including size, weight, shape, texture, color, and temperature. (SC.A.1.1.1)</li> <li>3. Recognize and duplicate patterns found in nature based on such things as rhythm, sound, shape, color, number, texture, size, and sequence of events. (SC.H.2.1.1)</li> <li>4. Participate in repeated observational investigations in order to recognize that scientists repeat experiments to verify the results. (SC.H.1.1.2)</li> <li>5. Use a pictograph to represent quantitative results of science observations.</li> <li>6. Follow and explain the importance of using proper safety precautions during and after observational investigations.</li> </ol> <ol style="list-style-type: none"> <li>1. Listen to a story about a past or present discovery, invention, or idea which has helped improve the quality of life. (SC.D.2.1.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. After using the science process skills in hands-on group activities, the student will use the five senses to:               <ol style="list-style-type: none"> <li>a. identify and sort familiar and unfamiliar objects according to attributes such as color, shape, size, and texture and</li> <li>b. communicate collaboratively the results of high interest level science activities. (SC.H.1.1.0)</li> </ol> </li> <li>B. After listening to nonfiction literature, the student will recognize that scientists can be either male or female and come from many different cultures and ethnic groups. (SC.H.1.1.3)</li> </ol>

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II Life Science	<ol style="list-style-type: none"> <li>1. Group objects as living and nonliving and communicate differences. (SC.F.1.1.2)</li> <li>2. Illustrate that living things grow and change. (SC.F.1.1.3)</li> <li>3. Communicate that the needs of plants, animals, and other living things are similar. (SC.G.2.1.1)</li> <li>5. Observe that plants and animals reproduce their own kind. (SC.F.2.1.1)</li> <li>6. Compare and order pictures of animals as they change from babies to adults. (SC.F.1.1.3)</li> <li>7. Identify several methods for measuring plant growth. (SC.A.1.1.0)</li> </ol>	<p>A. After using the science process skills in hands-on observational activities, the student will communicate the differences between living and nonliving objects and distinguish between two forms of life: plants and animals. (SC.F.2.1.0)</p>
III Earth and Space Science	<ol style="list-style-type: none"> <li>1. Investigate and determine the relative temperature of objects as hot or cold, warm or cool and that heat can be produced in many ways. (SC.B.1.1.4)</li> <li>2. Observe and chart weather changes for each of the seasons. (SC.D.1.1.3)</li> <li>3. Use thermometers to measure temperature. (SC.H.3.1.1)</li> <li>4. Illustrate and communicate the heat and light properties of the sun. (SC.B.1.1.1)</li> </ol>	<p>A. After using the science process skills in hands-on observational activities, the student will compare the four seasons and describe how air, water, and temperatures vary. (SC.B.1.1.1)</p>

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<p>IV Physical Science</p> <p>V Interaction of Society and the Environment</p>	<p>5. Verify that things can be done to materials to change some of their physical properties (e.g., cutting, heating, and freezing), but not all materials respond the same way (e.g., heating causes water to boil and sugar to melt). (S.C.A.1.1.3)</p> <p>6. Explain the characteristics of severe weather and the safety precautions related to severe weather conditions, such as hurricanes, tornadoes, thunderstorms, and extremely hot or cold weather. (S.C.H.2.1.1)</p> <p>1. Observe, classify, and communicate differences among liquids, solids, and gases. (S.C.A.1.1.3)</p> <p>2. Classify objects that will sink or float. (S.C.A.1.1.1)</p> <p>3. Describe the changes that occur when pairs of paint or food colors are mixed. (S.C.A.1.1.3)</p> <p>1. Observe that air surrounds us and that life occurs on or near the surface of the Earth in land, air, and water. (S.C.D.1.1.2)</p> <p>2. Describe examples of the living and non-living parts of environments and the importance of the sun and water to the environment. (S.C.G.1.1.1)</p> <p>3. Participate in schoolyard field studies and observe that there are many different kinds of living things that live in a variety of environments. (S.C.F.2.1.2)</p>	<p>A. After using the science process skills in hands-on group activities, the student will observe and communicate the differences (properties) among liquids, solids, and gases. (S.C.A.1.1.3)</p> <p>A. After using the science process skills in hands-on group activities, the student will identify a habitat and communicate the importance of the relationship between plants and animals. (S.C.F.1.1.4)</p>

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<p>VI Science and Technology Design</p>	<ol style="list-style-type: none"> <li>4. Observe and communicate how plants and animals share habitats. (SC.F.2.1.2)</li> <li>5. Describe examples of how plants and animals are dependent upon each other for survival. SC.G.1.1.2</li>   <li>1. Identify some human activities that produce waste products (e.g. household litter) and how these can be harmful to the environment. (SC.G.2.1.2)</li> <li>2. Collaboratively brainstorm and communicate ideas for keeping the environment clean. (SC.G.2.1.2)</li>   <li>1. Identify a problem that has been solved by technology. (SC.H.3.3.5)</li> <li>2. Identify a technology product that has been used to solve a problem. (SC.H.3.1.1)</li> </ol>	<ol style="list-style-type: none"> <li>B. After using the science process skills in hands-on activities, the student will identify forms of pollution, its effect on the environment, and communicate ways that people can help keep the environment clean. (SC.G.2.1.2)</li>   <li>A. Collaboratively identify a technology or a product of technology that is a solution to an identified problem and communicate the results. (SC.H.3.3.5)</li> </ol>

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<p>VII Comprehensive Health</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of safety and security as basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feelings of confidence and lack of anxiety and fear. Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no. (Refer to Health Curriculum and the Human Growth and Development Curriculum for specific objectives)</li> <li>2. Demonstrate an understanding of the concept that individuals have some responsibility for their own health. Students should engage in personal care, dental hygiene, cleanliness, and exercise, that will maintain and improve health. Understandings include how communicable diseases, such as colds, are transmitted and some of the body's defense mechanisms that prevent or overcome illness. (Refer to AIDS Curriculum and the Health Education Curriculum for specific objectives)</li> <li>3. Demonstrate an understanding of how different substances can damage the body and how it functions. Such substances include tobacco, alcohol, over-the-counter medicines, and illicit drugs. Demonstrate an understand that some substances, such as prescription drugs, can be beneficial, but that any substance can be harmful if used inappropriately. (Refer to the Substance Abuse Prevention Curriculum for specific objectives)</li> </ol>	<p>A. After utilizing the components of the Human Growth and Development, Health, Prevention of HIV/AIDS, and Substance Abuse Curriculums, the student will develop and promote a healthy lifestyle.</p>