

COMPONENT	OBJECTIVES	COMPETENCY
<p>I The Nature of Science as Inquiry</p>	<ol style="list-style-type: none"> 1. Select and use simple instruments to enhance observations (e.g., stopwatch, hand lens, or simple microscope). (SC.H.1.1.5) 2. Record the observations on a data table (chart) from observational and comparative experiments. (SC.H.1.1.4) 3. Select and use standard measuring instruments (e.g., ruler or balance). (SC.H.3.1.1) 4. Estimate length, time, weight, volume, and temperature of several objects. 5. Measure length, time, weight, volume, and temperature of objects using metric units. 6. Construct and label a pictograph where the value of each unit represents more than one. 7. Predict which event is more likely or less likely to occur. (SC.H.1.1.4) 8. Identify testable problem statements and construct hypotheses. (SC.H.1.1.4) 9. Identify the changing and non-changing elements in an experiment. (SC.H.1.3.5) <ol style="list-style-type: none"> 1. Identify scientists and their contributions. (SC.H.1.1.1) 2. Cluster and list qualities of famous scientists. (SC.H.1.1.1) 3. Recognize that botanists are scientists who specialize in the study of plants. (SC.H.1.1.4) 	<p>A. After using the science process skills in hands-on group investigations, the student will: a) record data and measurements and b) report collaboratively the results from an observational and comparative scientific investigation. (SC.H.1.1.0)</p> <p>B. After listening to or reading biographies, the student will collaboratively brainstorm and list the exceptional qualities that famous scientists from many cultures and ethnic groups have in common. (SC.H.1.1.1)</p>

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<p>II Life Science</p>	<ol style="list-style-type: none"> 1. Identify and classify animals from different groups (birds, fish, mammals, amphibians, reptiles) according to characteristics such as method of movement, body covering, and feeding habits. (SC.F.2.1.2) 2. Chart the similarities and differences of warm-blooded and cold-blooded vertebrates (how they breathe and reproduce). (SC.F.1.2.2) 3. Identify insects as invertebrates and investigate the physical changes in their development. (SC.F.1.1.3) <ol style="list-style-type: none"> 1. Observe, illustrate, and describe the functions of the parts of a plant. (SC.F.1.1.5) 2. Measure, chart, and graph seed germination and plant growth under different conditions. (SC.F.1.1.3) 3. Demonstrate a plant's tendency to grow toward the light source. 4. Simulate several ways in which seeds travel. (SC.F.1.1.4) 	<p>A. After using the science process skills, the student will communicate that plants and animals have life cycles that differ depending on the type of organism. (SC.G.1.1.3)</p> <p>B. After using the science process skills, the student will: a) identify and describe the functions of the parts of a plant and b) communicate findings from group hands-on observational investigations involving seed germination and plant growth. (SC.F.1.1.5)</p>

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<p>III Earth and Space Science</p>	<ol style="list-style-type: none"> 1. Recognize that some objects in the sky move independent of the Earth. 2. Recognize that when it is daytime on one half of the Earth, it is nighttime on the other half of the Earth. (S.C.E.1.1.2) 3. Use a model and demonstrate day and night (e.g., globe and flashlight), and that the appearance of sunrise and sunset is due to the rotation of Earth every 24 hours. (S.C.E.1.1.2) 4. Recognize that there are many objects in the sky that are only visible at night. (S.C.E.2.1.1) 5. Identify and illustrate the difference between rotation (Earth spinning on axis - day and night) and revolution (Earth traveling around the sun - length of the year) of the Earth. (S.C.E.1.1.2) <ol style="list-style-type: none"> 1. List the components of the Earth's crust. (S.C.D.1.1.1) 2. Compare the similarities and the differences of rocks. (S.C.D.1.1.1) 3. Use a magnifier to investigate soil for particle size, texture, and color. (S.C.D.1.1.1) 4. Demonstrate how air takes up space, moves objects, and causes cooling and drying. (S.C.A.1.1.0) 	<p>A. After using the science process skills in group investigations, the student will observe and describe the properties, locations, and motions of the sun, moon, and stars, as well as objects such as, clouds, birds, and airplanes. (S.C.E.1.2.5)</p> <p>B. After using the science process skills, the student will associate rocks, soil, water, and air as components of the Earth's surface and communicate similarities, differences, and unique characteristics of each. (S.C.H.1.2.4)</p>

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IV Physical Science	<ol style="list-style-type: none"> 1. Demonstrate push and pull movements by manipulating common objects (e.g., opening/closing of a door). (SC.C.1.1.0) 2. Categorize forces causing common movements as either a push or a pull. (SC.C.1.1.2) 3. Predict, observe, and identify which objects are attracted to magnets. (SC.H.1.1.3) 4. Demonstrate, using magnets, the force of attraction and repulsion (pull or push). (SC.C.2.1.1) 5. Describe the position of an object by locating it relative to another object or the background. (SC.C.1.1.1) 	<p>A. After using the science process skills, the student will observe that the position and motion of objects can be changed by pushing or pulling, and the size of the change is related to the strength of the push or pull. (SC.C.2.1.0)</p>
V Interaction of Society and the Environment	<ol style="list-style-type: none"> 1. Investigate populations in a given area. (SC.G.1.3.0) 2. Identify a community as a group of animals and plants that live together in a specific area. (SC.G.1.3.0) 3. Arrange living things in a food chain, identifying the producers and the consumers. (SC.G.1.2.1) 	<p>A. After using the science process skills in hands-on group investigations, the student will identify animals as herbivorous, carnivorous, or omnivorous and compare human and wildlife behavior. (SC.G.1.2.5)</p>

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<p>VI Science and Technology Design</p> <p>VII Comprehensive Health</p>	<ol style="list-style-type: none"> 1. Identify ways that pollution can endanger plant life and wildlife. (SC.G.2.3.4) 2. Pledge not to disturb living things or their homes. (SC.G.2.3.4) 3. Investigate the fact that waste products decay naturally, but often do so over a long period of time. (SC.G.2.3.4) <ol style="list-style-type: none"> 1. Describe problems that have been solved by technology. (SC.H.3.3.5) 2. Describe products that have been used to solve problems. (SC.H.3.3.5) <ol style="list-style-type: none"> 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) 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) 	<p>B. After using the science process skills, the student will list ways that many living things are threatened, endangered, or have become extinct because of man's actions and give possible solutions. (SC.G.2.3.4)</p> <p>A. Collaboratively describe several technologies or products of technology that are solutions to identified problems and communicate the results. (SC.H.3.3.5)</p> <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>

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	<p>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)</p>	