

SUBJECT AREA: Science and Technology

GRADE/COURSE: 1

Standard And Strand 3.2 Inquiry and Design

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>A. Develop an awareness of the importance of language to communicate an idea.</p> <p>B. Describe objects through scientific observation.</p> <p>C. Develop an awareness of the scientific method.</p> <p>D. Develop an awareness of problem solving.</p>	<p>Use oral language, illustrations and labels to describe and explain simple observations (e.g., seed to plant, tadpole to frog, caterpillar to butterfly).</p> <p>Use the five senses to describe objects (e.g., color, size, shape; rough, smooth; loud, soft; pleasant, unpleasant; sweet, sour).</p> <p>Use standard and nonstandard measurement during science.</p> <p>Generate questions about objects, organisms, and/or events that could start an investigation.</p> <p>Participate in simple guided experiments.</p> <p>Recognize basic problems; discuss and predict possible solutions.</p>	<p>Teacher observation and evaluation of student participation in:</p> <ul style="list-style-type: none">Classroom discussions,Summaries of information (oral, written and picture) <p>*More specific assessments will be designed upon purchase of new science materials.</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
C. Develop an awareness of changes in living things over time.	Recognize that some animals of long ago are different than animals that live today.	<p>Teacher observation and evaluation of students' identification of animals of long ago and animals that live today via pictures (labeling, sorting).</p> <p>*More specific assessments will be designed upon purchase of new science materials.</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>C. Observe and describe different types of force and motion.</p> <p>D. Describe the composition and structure of our solar system and the earth's place in it.</p>	<p>Observe types of motion.</p> <p>Recognize that sound occurs as a result of back and forth movement called vibration.</p> <p>Recognize that air and wind affect the motion of objects.</p> <p>Recognize that magnets can pull (attract) or push (repel) an object.</p> <p>Identify and name the planets in the solar system.</p> <p>Recognize the earth's place in the solar system.</p> <p>Observe a model of the solar system.</p>	<p>Teacher observation of student participation in: Student discovery, exploration Group experiments</p> <p>Teacher observation and evaluation of student participation in: KWL Students create and present models</p> <p>*More specific assessments will be designed upon purchase of new science materials.</p>

SUBJECT AREA: Science and Technology

GRADE/COURSE: 1

Standard And Strand 3.6 Technology Education

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
A. Identify biotechnologies used to produce food and provide health services. B. Recognize that information technologies involve encoding, transmitting, receiving, storing, retrieving and decoding.	Identify common plants used as food. Recognize the food sources that come from farm animals and plants. Identify materials that can be recycled, Recognize different forms of electronic communication (e.g., telephone, computer, television) Show and tell (oral language). Communicate ideas by use of basic sketching and drawing techniques.	Teacher observation and evaluation of student participation. Classroom discussion Worksheets Labeling/naming pictures Sorting pictures Teacher observation and evaluation of student participation in: Oral discussion Learning log/journal *More specific assessments will be designed upon purchase of new science materials.

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>C. Develop an awareness of how humans manufacture and transport products.</p>	<p>Examine the concept of transportation systems (e.g., trains, trucks, planes).</p> <p>Recognize the difference between natural and manufactured items.</p> <p>Identify and use different forms of simple machines (e.g., pulley, level, ramp, wheel).</p>	<p>Teacher observation and evaluation of student participation in:</p> <ul style="list-style-type: none"> Teacher-guided classroom discussion and discovery KWL Sorting activities Small group experiments <p>*More specific assessments will be designed upon purchase of new science materials.</p>

SUBJECT AREA: Science and Technology

GRADE/COURSE: 1

Standard And Strand 3.7 Technological Devices

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
A. Use tools to study materials. B. Demonstrate the basic use of the computer. C. Use basic computer software.	Demonstrate the function of various tools (measuring instruments, e.g., scale, ruler; crayon, pencil, scissors, stapler). Recognize how to use tools safely in various situations. Use a keyboard, monitor and mouse. Use grade-level appropriate software.	Teacher observation and evaluation of students' ability to use various tools in a safe and appropriate manner. Teacher observation of students' use of the keyboard, monitor, and mouse to perform basic computer functions. Teacher observation of students' performance of basic computer tasks using grade-level appropriate software. *More specific assessments will be designed upon purchase of new science materials.

SUBJECT AREA: Science and Technology

GRADE/COURSE: 1

Standard And Strand 3.8 Science, Technology, and Human Endeavors

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
A. Identify how science and technology affect people.	Explore the use of problem solving in science and identify the term “solution” as an answer to a problem. Develop an awareness of technological advances. Discuss how technology has improved basic human needs. Discuss the positive and negative aspects of modern tools.	Teacher observation and evaluation of student participation. Teacher guided group experiments Sorting “now and then” pictures Classroom discussion following video presentation *More specific assessments will be designed upon purchase of new science materials.