

Curriculum

Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	1
MLR Content Standard:	A. UNIFYING THEMES: Students will be able to apply the concepts of systems, models, constancy and change and scale to further science and technological understanding		
MLR Performance Indicators	WSD Benchmarks The student will	Instruction Level*	Common Assessment
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
A1a	Describe that most man-made and natural things are made of parts and when put together, can do things they could not before.	I,R,E	
A1b	Describe how something may not work if some of its parts are missing.	I,R,E	
A2b	Explain how a model can be used to learn something about real things.	R	
A3a	Describe changes in the size, weight, color, or movement of things over varying lengths of time, and note other qualities that remain the same.	R,E	
A4a	Compare significantly different sizes, weights, ages, and speeds of both man-made and natural things (scale).	R	

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MLR Content Standard:	B. THE SKILLS AND TRAITS OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN: Students will have the ability to plan, conduct, analyze data from and communicate results of in-depth scientific investigations and use a systematic process, tools, equipment, and a variety of materials to create a technological design producing a solution to meet a specified need.		
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B1a-f	Plan, conduct, and communicate results of simple investigations.	R	

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MLR Content Standard:	C. THE SCIENTIFIC AND TECHNOLOGICAL ENTERPRISE: Students will understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.		
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C1a-d	Use questions, tools, observations, prior knowledge, and accurate communication to do scientific work.	R	
C1b	Record temperatures using a thermometer.	R,E	

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Content Area:	SCIENCE AND TECHNOLOGY	Grade Level:	1
MLR Content Standard:	C. THE PHYSICAL SETTING: Students will understand the universal nature of matter, energy, force and motion, and will be able to identify how these relationships are exhibited in Earth Systems, in the solar system and throughout the universe.		
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D1a	Describe the general motion of the sun and moon as they seem to move across the sky: •Sun appears to rise in the east and set in the west. •Moon is not always in the same position in the sky.	I,R,E	
D1b	Describe the changes in the appearance of the moon during its cycles/phases.	I,R,E	
D2	Identify the four seasons and characteristics of each.	R,E	
D2	Compare and contrast the characteristics of the four seasons (precipitation & temperature).	R,E	
D2	Describe changes in the size, weight, color, or movement of things over varying lengths of time, and note other qualities that remain the same.	R,E	
D2a	Describe the effect that the sun has on air, water, and land.	R	
D2b	Describe the way in which weather changes day to day and over months.	R,E	
D2c	Describe what happens to water left in an open container compared to water left in a closed container.	I	

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D4a	Describe and demonstrate different ways things move and what it takes to start an object moving or to keep objects going: <ul style="list-style-type: none"> • Things move in many different ways such as straight, zig zag, round and round, back and forth, and fast and slow. • The way to change how something is moving is to give it a push or pull. 	I,R,E	

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MLR Content Standard:	E. THE LIVING ENVIRONMENT: Students will understand that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms and that these organisms create an interdependent web through which matter and energy flow. They will understand their similarities and differences as humans to the other organisms and their interconnections to these webs.		
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E1c	Describe how animals change during their lifetime: •Different animals have different life cycles.	I	
E4	Explain that all kinds of living things have offspring.	I,R,E	
E4a	Give examples of how animals are alike and different from their parents.	I,R,E	
E4a	Compare the life cycles of at least two different animals.	I,R,E	

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